ERIC Document Resume	See Instruction Sheet	DATE OF RESUME 8/12/65	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER: ED000495

2. ORIGINATOR CONTROL NO(S).: 7246

3. IDENTIFICATION NO.: N.A.

4. AUTHOR(S): N.A.

5. TITLE OF DOCUMENT ABSTRACTED: Self-Evaluation Report II: School of Education

6. PUBLICATION TITLE: N.A.

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN
ORG. Oregon State College
ST.
CITY, STATE Corvallis, Oregon
TELE. EXT.
INST/LOC CODE

9. PUBLISHER OR SOURCE: Oregon State College

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	60	204

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TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☒
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR: Self-Study

16. INDEXING TERMS (5-12)

		administration		
	faculty	teacher education		
laboratories	curriculum	professional education		
buildings & equipment	objectives	student services		

17. ABSTRACT (MAX. 250 WORDS)

Self-evaluation of School of Education at Oregon State College prepared for National Council for Accreditation of Teacher Education. Covers: Objectives, organization, administration, student personnel services, faculty, curricula, professional laboratory, facilities, and instructional materials.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION

20. DIVISION OR DEPT.

21. CONTRACT NO.
PROJECT NO.

22. TOTAL COST OF PROJECT

23. DURATION OR PROJECT

U.S. Department of Health, Education, and Welfare
Office of Education

ERIC Form 1

IV - 20

Self Evaluation Report II

School of Education

January 1960

OREGON STATE COLLEGE
Corvallis, Oregon

IV - 20

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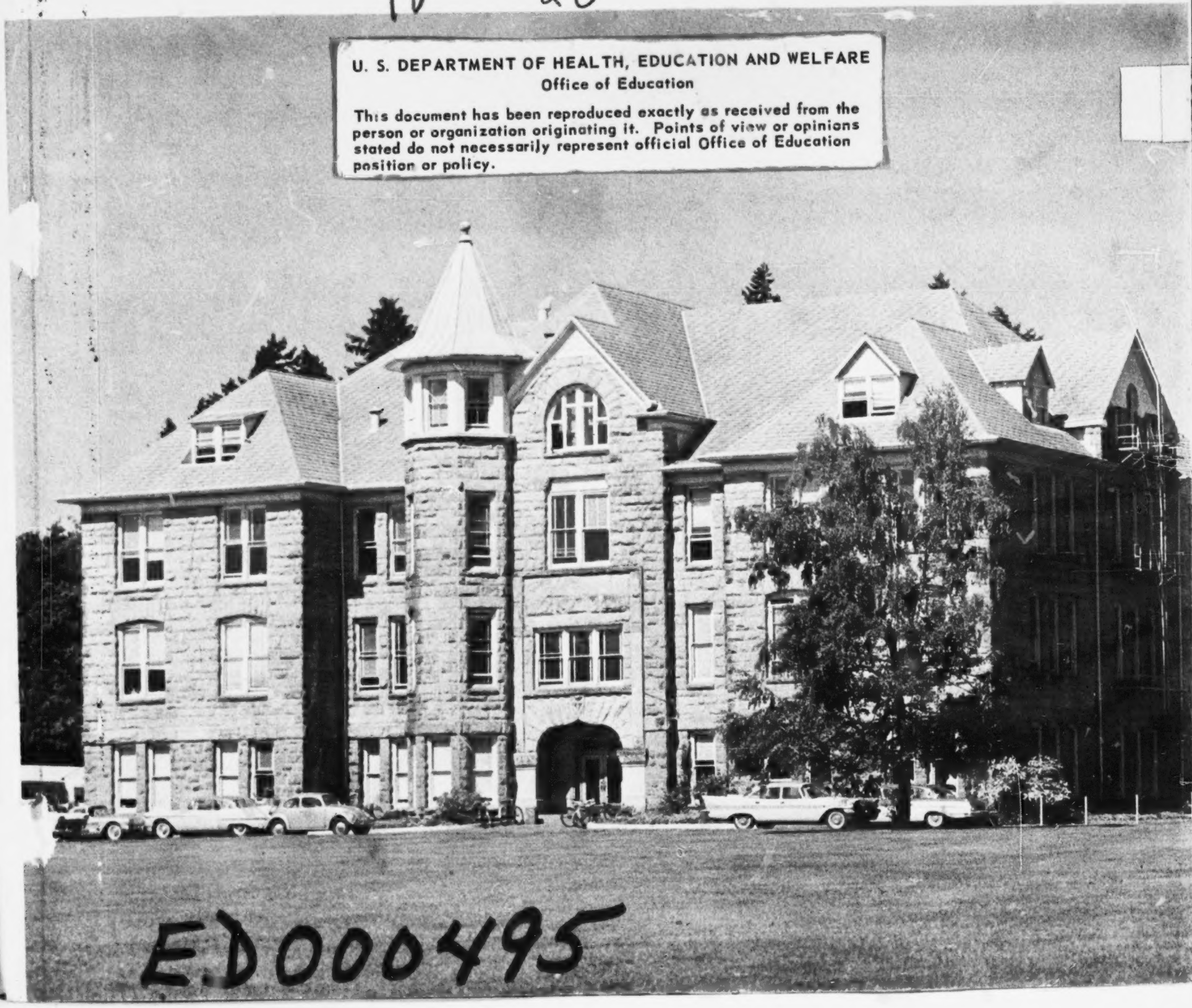

ED000495

SELF - EVALUATION

of the

SCHOOL OF EDUCATION

Prepared for

The National Council for Accreditation

of Teacher Education

April 1960

OREGON STATE COLLEGE
Corvallis, Oregon

Application of NCATE Standards to

OREGON STATE COLLEGE

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I. Objectives of Teacher Education at Oregon State College

The primary objective of the School of Education, Oregon State College, is the selecting, training, and qualifying of good teachers for the schools of Oregon in particular and the nation in general.

In making this declaration, the faculty of the School of Education defines a good teacher, ideally, as one who:

1. Has "a mature mind" -- a balanced, adjusted personality combined with a philosophy of life which enables him or her to work with people within the bounds of things as they are, to work with people for the improvement of society, and to set an example of high ethical standards for both adults and children.
2. Has a sound professional training in teaching.
3. Is well grounded in the special subjects he or she teaches.
4. Is a "broadly educated" person who can give intellectual leadership generally to those with whom he or she associates.
5. Is a person who can maintain a position of respect and influence in each community in which he or she teaches.

The School's objectives are based on the premise that a school of education has three major functions. It strives:

1. To aid students to get an education which will fit them for life.
2. To prepare students to obtain a fundamental mastery of the specific subjects they expect to teach.
3. To assist prospective teachers to acquire sound principles of teaching.

A. The School of Education at Oregon State College should aid students to become educated for life by helping them:

   1. To discover their inherent interests and capabilities.
   2. To develop their capabilities and interests, both for their personal satisfaction and for their positions as members of society and of the state.

3. To develop inquiring minds which use the problem-solving approach in facing and studying situations they encounter. This calls for the ability:

    a. To seek sources of information for solving problems.

    b. To observe with discrimination and to remember selectively and precisely.

    c. To synthesize and correlate facts and ideas.

4. To acquire an adequate knowledge in the social sciences, the humanities, the biological and the physical sciences.

5. To develop the ability to communicate satisfactorily.

6. To recognize the importance of practicing those habits of living which maintain and improve mental and physical health.

7. To improve ability to live and work with others.

8. To encourage the desire for continuous self-improvement.

9. To encourage the appreciation, understanding, and promotion of democratic values:

    a. By accepting responsibility for their own actions.

    b. By recognizing their social responsibilities.

    c. By participating in government.

    d. By believing the unique worth of each individual and practicing this belief in day-to-day living.

10. To develop the willingness and ability to take a stand after judgments have been formed.

11. To develop and use creative ability.

12. To encourage objective self-appraisal through a critical evaluation of their abilities and achievements.

13. To achieve a philosophy of life.

B. The School of Education should insure that its students obtain a fundamental mastery of the specific subjects they expect to teach.

C. The School of Education should prepare students for teaching by helping them:

1. To appreciate the place and contribution of schools to society.
2. To understand and accept the basic goals of education in a democratic society and know how the teaching of their fields of specialization contribute to these goals.
3. To understand child nature and development.
4. To understand the learning process and how to expedite it.
5. To recognize the equal importance of the need for understanding of: what one teaches, how one teaches, and whom one teaches.
6. To become skilled in selecting, improvising, and creating learning experiences that will achieve desired goals.
7. To recognize and use the resources which will improve their teaching.
8. To become skillful in using a wide variety of teaching methods.
9. To achieve proficiency in evaluating the outcomes of learning experiences.
10. To assist in the development of the individual within their classes:
    a. Through being interested in and understanding the developmental tasks of people.
    b. Through understanding and providing conditions and environment which promotes effective learning.
11. To work effectively with others -- pupils, colleagues, parents, and community.
12. To recognize the role of the teacher in helping learners extend their sphere of interest and influence into the community, nation, and world.
13. To grow and develop as professional people.
14. To become enthusiastic about teaching and to reflect pride in their chosen profession.

15. To desire to experiment and use the results of research in order to improve their teaching.

16. To have a keen sense of professional ethics:

    a. By becoming increasingly informed on proper school and community relationships.

    b. By choosing the proper channels of authority for action.

    c. By supporting and participating in professional organizations.

    d. By personal conduct fitting to the profession.

    e. By recognizing the dangers of indoctrination.

In seeking to produce as graduates teachers who approach as nearly as possible the ideal of a good teacher stated above, the faculty of the School of Education feels it has a responsibility for the following:

1. Selection of students: A dual responsibility exists for faculty members. They deal directly with many individual students intent on becoming teachers. Such students need direction and encouragement; they are persons whose lives can be a success or a failure. At the same time, there is the more remote but even more important responsibility to the youth of the state and nation taught by graduates of the School of Education. There exists a grave need in the profession for persons with an enthusiasm and the ability for good teaching, for those who have the "vision" to make a contribution to the betterment of society. In counseling students to enter or not to enter the teaching field, the faculty feels it is important to keep in mind more the need for quality of teachers than the need for quantity.

2. Teaching of students: Those who teach in the School of Education must realize that they set the example for those who go out to teach. Thus the quality of their teaching is of utmost importance. They, more than their students, need to experiment with new methods, to be aware of the implications of psychology, sociology, and other related specialties, to have a student-centered orientation for their work, to not be guilty of dull, uninspired, redundant leadership in and out of class.

Furthermore, something should "happen" to the student. He must be challenged by the faculty member to go beyond where he is otherwise capable of progressing by virtue of his own capabilities and drives.

To implement good teaching within the school, consideration should be given to such factors as:

a. The problem-solving approach to develop inquiring minds that students will seek sources of information, evaluate the sources and synthesize the material they find with their own ideas to develop original, yet well founded conclusions.

b. The emphasis upon the skills of reading, organizing, and communicating both facts and ideas.

c. The importance of good physical and mental health in habits of living and studying.

d. The consideration of the need of well-balanced personalities which recognizes:

   (1) The widely varying moral and other attitudes of different people and classes.

   (2) The reasons why such differences exist.

   (3) The need of self-appraisal through critical evaluation of these varying attitudes.

   (4) The need to face life with a liberal self-confidence based on assured personal standards.

e. The recognition of the vital connection between education and what we know as democratic living in terms of the traditions of this country, not blindly without regard to its faults but firmly in seeking considered public expression on the major issues of the community and nation and bringing to school children an understanding of what is meant by the democratic way of life.

3. Establishing curricular programs for students: In approving programs of study for students, there is a need to insure the following three aspects of their academic work:

   a. Sufficient and well-balanced number of professional education courses.

   b. Thorough grounding in the special subjects students plan to teach.

   c. Breadth of academic experience to insure at least the beginning of progress toward what we call the broadly educated person.

4. Evaluation of achievement: Individually and collectively faculty members have a responsibility to see that no students receive a degree who have not met the qualifications decided as necessary by the faculty. This is done most directly in terms of grades for course. But there is also a grave need for professional evaluation. This can be done by passing on degree candidates in terms of their professional fitness as well as their mastery of particular courses.

TEACHER EDUCATION POLICIES AND PROCEDURES

Professional and technical terminology used is in accordance with definitions and recommended usage by the Association for Student Teaching and the National Council for Accreditation of Teacher Education.

1. Teacher education means programs for the preparation of school personnel for all credentialled school positions, including work of a general, professional, and specialized nature, done at undergraduate and graduate levels.

2. Professional laboratory experiences include all those contacts with children, youth, and adults in school and community (through observation, participation, and teaching) which make a direct contribution to an understanding of individuals and their guidance in the teaching-learning process.

3. Observation (or directed observation) is that part of professional laboratory experiences in which the college student visits school and community groups of children and youth but does not participate actively in their activities; all visitations are planned, supervised, and evaluated.

4. Participation is that part of professional laboratory experiences of the college student in which he is assisting and working with the regular classroom teacher (supervising teacher) in performing the roles of the teacher, both prior to and during student teaching.

5. Student teaching is the culminating professional laboratory experience in which the college student assumes increasing degrees of responsibility for one or more classes of pupils at the elementary and/or secondary school level in relatively independent performance of the roles of a teacher, but always under the supervision of a fully qualified classroom teacher (supervising teacher) and a college supervisor.

6. Supervising teacher (also called cooperating teacher) is a fully qualified, regularly-employed classroom teacher who guides and supervises the observation, participation, and teaching activities of a college student as he gains competence in performing the roles of a teacher.

7. College supervisor is the college faculty member who cooperates in assigning, supervising, and evaluating assigned observers, participants, and student teachers.

8. The following terminology is specifically not endorsed by The Association for Student Teaching:

   .81 Cadet teacher
   .82 Critic teacher
   .83 Demonstration school
   .84 Demonstration teacher
   .85 Experimental school
   .86 Experimental teacher
   .87 Master teacher
   .88 Practice teacher
   .89 Practice teaching
   .810 Teacher training
   .811 Training school
   .812 Training teacher

II. Organization and Administration of Teacher Education

Teacher Education is offered in both secondary and elementary education. It embraces Agricultural Education, Business Education, Home Economics Education, Industrial Arts Education, Physical Education, and Science Education. It also entails Trade and Industrial Education which is tied in with Industrial Arts. However, the Trade and Industrial campus program is primarily one for summer session enrollees.

At Oregon State College, because the state of Oregon has a five-year program at the secondary level, we believe that the preservice program during the first four years of college should be so set up as to prepare teachers to begin to teach. It is a developmental program which carries over into in-service work of a formal type. We also believe that it is our obligation to have short-term institutes during the year to assist the teacher to do better those things which they will do anyway.

Because of the large number of small high schools in Oregon, we also feel that it is essential that our people at the secondary level be prepared to work in these schools by our offering a well-rounded subject matter program which will enable them to meet the requirements. These objectives are developed in our program which includes admissions, curriculum, and standards for graduation. We believe that to teach, one must teach something. This something is subject matter. To teach subject matter it must be taught to someone. This someone is boys and girls. Therefore, the teacher must know about the ways of learning and how to apply laws of learning to his subject area.

Department of Industrial Pedagogy (1909 - 15)

Systematic teacher training was begun in the Oregon Agricultural College in 1909 with the establishment of a department of Industrial Pedagogy. This department, under the direction of Edwin Ressler, offered courses in the preparation of teachers for the public schools in the subjects of elementary agriculture, domestic science and art, and manual training. Students wishing to teach in any of these three areas registered in the Schools of Agriculture, Domestic Science and Art, or Mechanic Arts and received degrees from the specified school. The courses in Pedagogy were substituted for certain courses in the outline of the degree course in the school of registration.

In 1911, preparation for teaching in the field of Commerce was added to the work of the department of Pedagogy. A course in School Administration was added to the catalog at this time.

In 1912, Mr. Ressler, who taught all the courses listed in the catalog, added Educational Psychology, School Hygiene, Child Study, Research and some more methods courses. He even taught the special methods courses in Agriculture, Household Economics, Manual Training, and Commerce.

By 1913, the staff had grown to four members; the term "Domestic Science and Art" had been replaced by that of Home Economics; and a special degree course (B.S.) in Industrial Arts in the School of Engineering and Mechanic Arts was organized for the preparation of teachers of Manual Arts.

The introduction of Extension Methods in Agriculture, and the growth to six members in the department, highlighted the 1914 school year.

Department of Industrial Education (1915 - 18)

Changing names of schools and departments seemed to be in vogue, so in 1915 the Department of Industrial Pedagogy became the Department of Industrial Education--still under the direction of Mr. Ressler.

Proliferation of courses isn't something of recent origin--each year since 1909 had brought new courses with new staff, so in 1916 were added: History and Theory of Vocational Education; Vocational Guidance; and Theory and Practice of Elementary Arts.

School of Vocational Education (1918 - 32)

Following the enactment of the Federal Smith-Hughes Act in 1917, the State Board for Vocational Education designated the College as the institution to train teachers of vocational subjects as provided in the Federal Act. In the expansion and development of the work incident to the acceptance by the College of this responsibility, the School of Vocational Education was organized in 1918 under Mr. Ressler as the Dean, comprising six departments of instruction. These departments were: Agricultural Education, Commercial Education, Education, Home Economics Education, Industrial

Education, and Psychology. Many new courses, too numerous to mention, also appeared in the catalog.

Practice Teaching Started

In 1918, besides setting up a School of Vocational Education, courses in Practice Teaching were offered for the first time and the term "Trades and Industries" appeared in place of manual training in the paragraph describing the areas of preparation of teachers. However, the term "Manual Arts" was retained in course titles. Students still received their degree from the Schools: Agriculture, Commerce, Home Economics, Engineering and Mechanic Arts.

B. S. in Vocational Education

In 1921, in further development of the work of the School a degree curriculum (B.S. in Vocational Education) in Vocational Education was established. This was to take care of those desiring work in supervisory or administrative positions, or to teach combinations of vocational subjects such as agriculture and manual training; home economics and commerce; agriculture and science; and, manual training and shop mathematics.

There were 14 getting the B. S. in Vocational Education in the first group in 1922.

The Appointment Office was first mentioned in the 1923-24 catalog.

In the 1924-25 catalog, Miss Clytie May Workinger, up until then secretary to the Dean, was listed as Appointment Secretary, a position which she held until she retired on July 1, 1955.

M. S. in Vocational Education

The big event of 1924 was the conferring of the M. S. degree in Vocational Education. Harriet Forest Moore of Corvallis received the first degree on June 9, 1924. She also, as Harriet Louise Forest of Santa Maria, California, was in the first graduating class in 1922 to get the B. S. in Vocational Education. Her M. S. Thesis was "Functional Periodicity of College Women."

Dean Ressler served until 1926. James Ralph Jewell became Dean of the School of Vocational Education in 1927.

School of Education

In 1932, the School of Vocational Education at Oregon State College, became the School of Education, "operating jointly at the University and the State College." At the State College, the major curricular, assigned by the State Board of Higher Education, preparing for teacher biological and physical sciences, agriculture, mathematics, home economics, industrial arts, secretarial science, and approved combinations of subjects, and for education and vocational guidance.

M. S. in Education

In 1932 the Master of Science degree in Education was now listed in place of the M. S. in Vocational Education.

Also, in 1932, the department of Psychology was placed in the Lower Division.

In 1933, Carl Walter Salser became Assistant to the Dean; in 1934 he became Assistant Dean of the School of Education. Dean Jewell moved to the Eugene campus where he also became Director of Secondary Education.

M. S. in Education; Ed. M.; and Ed. D.

The Master of Arts in Education came into being in 1934 and the Master of Education and the Doctor of Education were both approved in 1937.

September 1939 saw the moving of the School of Education from Shepard Hall to Education Hall.

In 1940 the major curricula addition was general science.

Department of Science Education added

In 1942 the Department of Science Education was added to the five departments which had been in existence since 1918. (Agricultural Education, Commercial Education, Education, Home Economics Education, and Industrial Education.)

1947 saw the retirement of Dean Jewell and Assistant Dean Salser and the appointment of Franklin R. Zeran as Associate Dean of the School of Education at Corvallis.

1949 saw the raising of requirements in the School of Education at Corvallis through setting a required grade-point average in the major teaching field in order to do student teaching; the requirement of a teaching major and a teaching minor and, revising the entire curricula based upon surveys made of teachers in the high schools of Oregon.

Physical Education as a major field added

In 1950, Physical Education was added to the major curricula, with degrees conferred through the School of Education.

Commercial Education in 1951 was changed to Business Education as the department name.

Cooperative Elementary Teacher Education Program

In 1951, in order to increase the number of elementary education teachers, Oregon State College entered into a Cooperative Elementary Teacher Education Program with Monmouth, Ashland and LaGrande. The students in the School of Education at the end of their junior year, and following a prescribed program, enrolled at one of the three colleges of education for their senior year. Upon completion of their senior year they obtained an Ed.B. from Oregon State College and a B. S. degree in elementary education from the College of Education in which they had enrolled. In 1953, the first group of these students received their degrees.

In 1952, Associate Dean Zeran became Dean of the School of Education at Corvallis.

Non-teaching options added

In the 1953 catalog non-teaching options were added to the major teaching curricula; these were in the areas of recreation, youth agency leadership, camping, prephysical therapy and preoccupational therapy.

Anderson Report and 4-Year degree course in Elementary Education

The Anderson Report in 1953 on "A Survey of Some Phases of Teacher Education in the Oregon State System of Higher Education" had widespread implications. As a result of the survey the State Board of Higher Education approved the offering of a 4-year degree course in elementary education to begin in September 1954 at Oregon State College. Also approved was the Anderson Report recommendation to abolish the positions of Director of Secondary Education and that of Director of Elementary Education.

September 1954 also saw the School of Education at Oregon State College allowed by the State Board of Higher Education to offer major work in Trade and Industrial Education.

In June 1956, the first class of graduates in our own 4-year elementary education program received their B. S. in elementary education.

With the start of the fall term (1959-60 academic year) the School of Education had 1,118 enrollments on the campus. Slightly more than one-half of those enrolled are in elementary education. There were 373 other students working toward certification but who are enrolled in other schools and using the School of Education as the service department.

1959-60 Fall Term
Enrollments in School of Education

	Freshman	Sophomore	Junior	Senior	Special	Graduates
Elementary	145	141	154	146		
P. E.	36	49	56	66		
Science	26	39	43	41		
Home Economics	4	2	3			
Industrial Arts	8	10	19	25		
Business		4	1	2		
Special					10	
Graduates						69

1959-60 Fall Term
Students Enrolled in Other Schools but Working Toward Certification

	Freshman	Sophomores	Juniors	Seniors
Agriculture	13	12	13	7
Home Economics	4	31	66	59
Business Education	32	35	23	18
Science	6	12	18	24

The school of registration at Oregon State College is not looked upon as being the important element--but, rather, where can the individual student be best served and get the program best fitted to his needs.

The School of Education has received national and international recognition for its work in the fields of educational and vocational guidance, science education, industrial arts and trades and industrial education, business education, home economics education, agricultural education and camping education. An outstanding staff has been built up and it is hoped that they can be retained.

Organization and Administration

The student teaching organization chart is found on page 5 of "You and Student Teaching." A student teaching handbook is included with these materials for the evaluators.

The Dean of the School of Education is the individual responsible for administering the program of teacher education. Dr. Stanley Williamson is the coordinator of secondary student teaching and Dr. Jack Hall is the coordinator for elementary student teaching. Responsible to Dr. Williamson, in the area of student teaching, are the heads of the departments of Agricultural Education, Business Education, Home Economics Education, Industrial Arts Education, Physical Education and Science Education. The supervising teachers in elementary education are responsible directly to Dr. Hall. This is so set up since the purpose of the School of Education is to develop teachers. In a small institution, such as ours, there is no reason to have divided responsibilities which would call for a director of teacher education separate from the Dean.

The policies formulated for admission to teacher education are developed through group meetings in the School of Education. The general education prospective teachers take, insofar as secondary education is concerned, has been one of evaluation. The School of Education believes that all teachers at the secondary level should have literature and either a laboratory science or mathematics. Because of this requirement, we have many girls in Business Education instead of entering the School of Education enroll in the School of Business and Technology where the requirement is that they take one of those three subjects. The result is that most take literature. In the development of the elementary education program, there were five meetings of the Faculty Senate which helped formulate the amount and kind of general education. This meant that every department on the campus had a hand in determining this program.

The state norms play a great part in shaping the subject matter concentration. The majors, as well as minors in subject matter fields on this campus, are set by the subject matter departments in cooperation with the School of Education. Each year, each subject matter department is asked if there are any changes which it wishes to make in the way of its offerings.

The professional courses are set in part by the State Department of Education. We require all of our people, whether elementary or secondary, to take Methods in Reading. This is the second special methods course stipulated by the State Department. It is our belief that only those professional courses which are absolutely needed to get started in teaching should be required.

The state department teacher certification unit fairly well sets up professional requirements as well as norms for subject matter areas.

There is no standing institution-wide committee on teacher education and see no need for one at the present time. For example, on December 9, 1959, Mr. Dick Sorick, Director of Certification, State Department of Education, met with the staff of the School of Education, the superintendent of city schools and his principals, the Dean of the Lower Division and his department heads, and a representative of each department in the School of Science. The discussion centered around proposed changes in certification and the establishment of norms. As occasion arises we work directly with the various departments concerned on the campus in the establishment of teaching majors and minors.

III. Student Personnel Program

All students entering Oregon State College as undergraduates, whether as freshmen or with advanced standing, take college placement tests in the areas of scholastic ability, mathematics, and English. All go through the Speech Department testing program. When this information is available, along with the high school decile, it is put on IBM cards, and only then do the advisers work with the students. The recommendations of the Speech

Department are followed on each student. At the secondary level the mathematics placement tests are used for the specific course indicated, whereas at the elementary level we assign those in deciles 1-5 with one teacher in mathematics for elementary teachers and those in deciles 6-10 with another teacher. However, all get the same final exam. Low decile pupils normally carry a reduced load.

Each school has a head counselor. In the School of Education, Mr. Berlan Lemon serves half-time in that capacity and teaches two classes. The normal load on the campus is four classes. In the School of Education the normal load is three classes, if advising students. For supervising teachers it is two classes, supervision of student teachers and advising. Most of these supervisors have only one subject matter preparation.

Transfers to the School of Education from other schools on the campus must receive the personal approval of the Dean of Education. An individual is not accepted for transfer from another school on the campus to the School of Education if he is on probation. A final step to teacher education is student teaching and at the secondary level an individual must have a 2.5 in his teaching field and not be on probation at the time he seeks to do student teaching. He also must have met all of his other course requirements. Furthermore, individuals having speech defects are not permitted to do student teaching until the defect has been remedied.

Students at the elementary level are normally admitted as Freshmen. However, they may be admitted at any time they so desire and are able to meet the requirements. Secondary teacher preparation and admission normally begins in the Freshmen year, but since we have many transfer students we permit them to enter at any time that they can qualify. To obtain a degree from Oregon State College, a student must be on campus the last 45 hours. To do student teaching, an individual must be on campus the term before student teaching, carrying a full academic load and not be on probation. This applies to both new and old students.

The students do not all enter the teacher education program at a specific point. They qualify by meeting entrance requirements to the institution and to the School of Education. Individuals in each of the teaching areas permitted on this campus have the same advisers regardless of school of registration. We do not have dual registration since the advisers are on the payroll of both schools and the important item is to serve the needs of the students.

As soon as students are interested in teaching, regardless of the school of registration, they are turned over to an adviser having joint responsibility to both schools.

The records of all students preparing to teach, regardless of the school of registration, are kept by the adviser who serves both schools.

Besides having a health clinic available to watch over the health of the students and a counseling center to take care of other needs of the students, each school has a head counselor whose function it is to work with the advisers in order to up-grade them. The student before being permitted to take student teaching must have a chest x-ray.

Appended herewith is information showing the number of individuals who finished the elementary and secondary teacher preparation programs between September 1, 1958 and August 31, 1959 and what happened to them.

A teacher placement office, under the direction of Mrs. Kathryn Smith, is available to all individuals on campus interested in teaching.

IV. Faculty for Professional Education

There are twenty-six full-time faculty members in professional education and twenty-two part-time with 5.19 full-time equivalent of part-time staff. The data sheet for each staff member in the School of Education is contained in the report. The School of Education is fortunate in having on its staff, individuals from many different departments on the campus. It is the practice at Oregon State College to assign faculty members to the School of Education and put them on the payroll whenever the member teaches a course with an Education prefix. This is a joint appointment and has worked out very satisfactorily.

Summer Session is staffed principally by faculty members of the institution. However, in the School of Education, especially in the area of Guidance, staff members are brought from other institutions. Extension courses over which Oregon State College has control are taught by approved staff. All graduate courses taught, regardless of whether the individual is regularly employed at Oregon State College or not, must first of all be cleared by the department concerned, the Dean of the school concerned, and then the qualifications of the staff member must be approved by the Graduate Council.

V. Curriculum for Teacher Education

Appended herewith is the various curriculum by departments. It is so assembled that the evaluation team members may go over each of the departments and then raise specific questions with the specific departments. The syllabi for the courses are available in the office of the Dean of the School of Education.

Secondary and elementary teacher enrollees are in the same classes in general subjects such as English, history, science, etc., as those students not preparing to teach. This causes difficulty in some instances, such as drafting, where the engineering students and industrial arts students are in the same class although the objectives are different.

Both academic and professional education courses are offered in varying amounts at both the undergraduate and graduate level. There are specific regulations on the amount of work that may be taken by extension toward a degree. For example, for the Ed.M. an individual may take thirty-three of the forty-five hours by extension. Twelve must be done on the campus during a continuous regular year or summer quarter. For the M. S. degree, an individual must put in thirty hours on campus, which means that fifteen hours may be taken off campus by extension.

An individual who is fully employed on the campus as a teacher may carry three hours of course work per term. If the individual holds a rank higher than Instructor, he may not get a degree at Oregon State College.

For the Ed.M. degree in Guidance, the major is guidance and the minor is psychology. For other master degrees, the individual may take all education courses but it is not likely that this will happen. In the first place, the School of Education does not look with favor on this arrangement and in the second place, individuals at the secondary level need to meet state certification requirements of twenty-one hours of subject matter for the fifth year. At the Ed.D. level, one minor must be in a subject matter field.

The teacher education program at the secondary level is one of five years. The first four years are to help the individual begin to teach.

As he works in the schools at the end of his four years of basic education he begins to discover areas in which he needs additional education. In some instances he finds that he needs additional education to teach the subjects assigned him. In other instances he changes his professional goals to one of guidance, special education, or administration. He also realizes that he needs additional education in order to help his pupils.

Because of the importance of these experiences obtained by teaching, the School of Education is reluctant to have its students remain on campus during the academic year as graduate students for the Master's degree. Also, in order to aid in the preparation during the fifth year we have reduced the major in the education option from 30 hours to 24 hours and increased the subject minor to 21 hours. However, to better meet the needs of the fifth year people, we have added options to the Ed.M degree with subject matter majors in the areas of Agricultural Education, Business Education, Health Education, Home Economics Education, Industrial Arts Education and Science Education. We also call the evaluators' attention to the M. S. degree in General Science for teachers, which is relatively unique among institutions.

VI. Professional Laboratory Experiences

At the Sophomore level, or whenever the individual enrolls in the School of Education, before his senior year, he must take Ed 200, Field Experience. The individual also has an opportunity during this time to spend a minimum of two weeks, full-time, in his local community before school starts or during vacation periods in the way of observation in connection with this course.

Student teaching is done on a full-time basis under normal circumstances. In some instances male students in Science and Physical Education because of advanced military training are on less than a full-time basis. In the bulk of the cases, the students are out on a full-time job for one quarter. In Home Economics Education this is full-time for one-half-term and the other half term is in the home management house.

We have no on-campus laboratory school nor do we anticipate having one. We use the regular public school for professional laboratory experiences. The evaluators will have an opportunity to discuss the selection and placement of the school system with the departments concerned.

The department heads, as well as Dr. Williamson, will be happy to discuss with the evaluators the arrangements for assigning student teachers, the preparation of supervising teachers for their responsibilities and the matter of compensation to the schools and teachers. Dr. Hall will be happy to do this with the evaluators at the elementary school level.

Under normal circumstances, student teachers do not engage in any activities other than classroom teaching during their student teaching assignment.

As stated above, Dr. Williamson is responsible for assigning all secondary student teachers and coordinating the program and Dr. Hall is responsible for assigning all elementary student teachers and coordinating the program.

In elementary education, where we have centers at Albany, Coos Bay, Corvallis, Philomath, Portland and Salem, we have a meeting at the end of the fall, winter and spring terms at which time the student teachers and the school system coordinators meet with Dr. Hall. The meetings in the fall and winter are for those student teachers who go out the winter and spring terms. Those who meet in the spring are doing so preparatory to the fall student teaching experience. Because the secondary student teachers are situated in too many widely separated centers to hold such a meeting, none are held.

Once each term those cooperating teachers and their principals who have student teachers that term are brought at college expense to the campus. General meetings, luncheon, and then special departmental meetings are held at which time college supervisors are also in attendance. On three occasions, by using the teaching team approach, the School of Education has set up for its cooperating teachers a seminar in supervision in Corvallis and in Portland. Graduate credit is given enrollees.

At the college level, supervising is engaged in as follows: Business Education, Dr. Yerian, Mr. Wiper; Agricultural Education, Dr. Davis, Dr. TenPas; Home Economics Education, Dr. DuBois, Miss Wohlgenant, Miss McQuesten; Industrial Arts Education, Dr. Ainsworth, Mr. Smith; Physical Education, Dr. Bergstrom, Mr. Dixon, Dr. Foster, Miss Weir, Miss Seymour; Science Education, Dr. Williamson, Dr. Fox, Mr. Craven, Mrs. Munroe; Elementary Education, Miss Severeide, Miss Rees, Dr. Sabaroff, Mrs. Smith, Dr. Hall and Dr. Leeland. Each of these individuals, with the exception of Miss Wohlgenant, is given one-half time for student teaching. Normally, each individual carries two subjects and in most cases, especially in elementary education, this requires only one preparation. Miss Wohlgenant devotes practically full-time to student teaching. Campus wide, the normal load is four subjects.

VII. Facilities and Instructional Materials

The School of Education is located in Education Hall. It occupies, along with the Teacher Placement Service, the entire second floor of the building. Science Education occupies a suite of rooms on the second floor and a set of offices on the third floor. The Department of Education which has the professional offerings as indicated by the "Ed" prefix is offered in Education Hall. A room has been set aside for a reading laboratory with all of the modern equipment, including a two-way screen. There is also a large projection room for visual aids. On the third floor, a suite of rooms has been set aside for Audio Visual Aids. This includes a dark room for development purposes. A small selection of films are available in the Office of the Dean. Because the main office and store room for visual aids for the State System of Higher Education are in Corvallis, there is no need for the School of Education to duplicate the films. (Nor are we permitted to do so.)

Agricultural Education is housed in the basement of the Home Economics Building.

Business Education is housed in the Commerce Building.

Industrial Arts Education is housed in the Industrial Arts Building on Monroe Street.

Physical Education is housed in both the Men's Gym and the Women's Building. However, the advising of both men and women in Physical Education is carried on by advisers housed in the Men's Gym.

A temporary laboratory and classroom for Science Education has been set up in Agriculture 223. Within the next year, classrooms and office space for Science Education will be available in the new Physics Building.

We have no difficulty in obtaining funds for necessary equipment.

The library for professional education is kept up-to-date by all of the members, checking monthly on all released materials. (No school or departmental libraries are permitted by the State System Director of Libraries.)

Staff Assigned to Teach Professional Courses in the School of Education and Assigned Time

EDUCATION	Full-time	Less than full-time
Professors		
Zeran	1.00	
VanLoan	1.00	
Clinton	1.00	
Reichart	1.00	
Goode		.03
Munford		.07
Associate Professors		
Baron	1.00	
Marksheffel	1.00	
Hall	1.00	
Parks		.08
Assistant Professors		
Leeland	1.00	
Rees	1.00	
Sabaroff	1.00	
Severeide	1.00	
Lemon	1.00	
Reed	1.00	
Smith	1.00	
Instructor		
Lumpkin	1.00	

AGRICULTURAL EDUCATION	Full-time	Less than full-time
Professors		
TenPas	1.00	
Assistant Professors		
Davis	1.00	
BUSINESS EDUCATION		
Professors		
Yerian		.35
Larse		.20
Winger		.20
Assistant Professors		
Barber		.20
Instructors		
Wiper		.30
HOME ECONOMICS EDUCATION		
Professors		
DuBois	1.00	
Associate Professors		
McQuesten	1.00	
Instructor		
Wohlgenant	1.00	
INDUSTRIAL ARTS EDUCATION		
Professors		
Cox	1.00	

INDUSTRIAL ARTS EDUCATION, cont.	Full-time	Less than full-time
Associate Professors		
Ainsworth	1.00	
Assistant Professors		
Smith	1.00	
TRADE AND INDUSTRIAL EDUCATION		
Assistant Professors		
Cannon	1.00	
PHYSICAL EDUCATION & HEALTH		
Professors		
Langton		.21
Seen		.10
Bergstrom		.25
Dixon		.25
Associate Professors		
Milliken		.50
Gill		.25
Weir		.15
Foster		.15
Assistant Professors		
Mayshark		.15
Seymour		.15
Koski		.15
Instructors		
Poling		.25
SCIENCE EDUCATION		
Professors		
Williamson	1.00	

SCIENCE EDUCATION, cont.	Full-time	Less than full-time
Assistant Professors		
Fox	1.00	
Instructors		
Craven		.50
Munroe		.60
TOTALS	26.00	5.19

TS&D Form I

Name and location of college or university....Oregon State College, Corvallis, Oregon..............

Name and title of person responding....Franklin R. Zeran, Dean, School of Education..........

Line No.	Type of preparation completed by student	Number of students completing preparation in the year of:					
		1960[a]			1959[b]		
	1	2	3	4	5	6	7
	Elementary School:	Men	Women	Total	Men	Women	Total
1.	120 semester hours	14	140	154	11	98	109
2.	90 semester hours[c]						
3.	60 semester hours[c]						
4.	30 semester hours[c]						
5.	Elementary-school total						
	High School:[d]						
6.	Agriculture	8		8	15		15
7.	Art[e]						
8.	Commerce		30	30		22	22
9.	English						
10.	Foreign Language (combination of two)						
11.	French (only)						
12.	German (only)						
13.	Latin (only)						
14.	Spanish (only)						
15.	Other						
16.	Home Economics		60	60		55	55
17.	Industrial Arts		14	14		10	10
18.	Journalism						
19.	Library Science						
20.	Mathematics	22	4	26	14	2	16
21.	Music[e]						
22.	Physical Education[e]	23	12	35	14	10	24
	Science:						
23.	General Science[f]	9	3	12	5	6	11
24.	Biology	14	4	18	14	2	16
25.	Chemistry				3	0	3
26.	Physics	6		6	2		2
27.	Social Studies[g]						
28.	Speech[h]						
29.	Other (specify)[i]						
30.	High-school total						
31.	**Grand Total**	96	267	363	78	205	283

a. This period extends from September 1, 1959, to August 31, 1960, inclusive.
b. This period extends from September 1, 1958, to August 31, 1959, inclusive.
c. Entries to be made here only by institutions in states granting the *standard* elementary-school certificate at these levels.
d. Tally each student according to his first major; if he is majoring in two fields, your arbitrary decision is necessary.
e. Include students prepared to teach this subject in both elementary and high schools.
f. Tally in "General Science" the student who qualifies in your state to teach this subject or a combination of the sciences, even if his major is in one of the sciences such as biology, chemistry, or physics.
g. Tally in "Social Studies" the student who qualifies in your state to teach the social studies, even if his major is in one of the special fields of social studies, such as history, sociology, economics, political science, etc.
h. Tally in "Speech" also the student who qualifies in dramatics.
i. List on a separate sheet the students prepared for each "Special Education" service.

NOTE: COUNT EACH STUDENT ONLY ONCE

TS&D Form IV

Oregon State College
Name of institution

Corvallis, Oregon
Location

F. R. Zeran, Dean, School of Education
Name and title of person reporting

OCCUPATION, ON NOVEMBER 1, 1959, OF PERSONS WHO GRADUATED BETWEEN SEPTEMBER 1, 1958, AND AUGUST 31, 1959, WITH QUALIFICATIONS FOR STANDARD TEACHING CERTIFICATES IN ______
Name of state

Field of preparation	Teaching				Not teaching															
	In state		Outside state		Otherwise gainfully employed		Continuing formal study		Military service		Home-making (women)	Seeking teaching position		Seeking nonteaching job		No information		Total[a]	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women		Men	Women	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Elementary School	6	63	4	24		2		2	1		7							11	98
High School																			
Agriculture	8		3		1		2					1						15	
Art																			
Commerce	1	10		2		6					3							1	21
English																			
Foreign Language																			
Home Economics		22		19		4		2			7						1		55
Industrial Arts	8		1		1													10	
Journalism																			
Library Science																			
Mathematics	6		3	1	2		1						1					12	2
Music																			
Physical Education	3	5	1	2	3	1	3		3		2					1		14	10
General Science	2	2	2	2			1		1									7	4
Biology	4	2	6		1		1				1						1	12	4
Chemistry	1		1				1											3	
Physics			1													1		2	
Social Studies																			
Speech																			
Other																			
Total High School																			

a. Please check these totals against the totals reported by your Registrar in Part I. They should be the same.

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education
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THE DEPARTMENT OF AGRICULTURAL EDUCATION

The Department of Agricultural Education, a joint department within the schools of Agriculture and Education, trains teachers and supervisors of agriculture for secondary schools and for schools and classes of adult farmers and young men not enrolled in regular dayschools. The strong demand for teachers of vocational agriculture in Oregon, in the Pacific Region including Hawaii, and throughout the United States, is expected to continue indefinitely. Special consideration is given to George-Barden Act and to Smith-Hughes Act. Field activities, followup for new teachers, and preparation of instructional material for agricultural instructors are handled by this department in cooperation with staff of the School of Agriculture.

Objectives to Supplement School of Education Objectives

I. To achieve an acquaintance and understanding between the student and the department of Agricultural Education as a basis for guidance and counseling for both parties.

This may be accomplished through the following activities:

a. A personal file folder for each student which includes student personnel forms, college programs, test records, autobiography, anecdotal records, counseling reports.

b. Scheduling of conferences with students including notifications by mail or telephone, preparation of the counselor by reviewing student's file, and preparation of an agenda for the counseling session. It is expected to be advantageous to have at least one conference with each student per term. A minimum of two conferences is considered mandatory in order to understand the student, assist him and for him to begin to understand the program, the curriculum and the departmental activities. These conferences may be with a staff member or with the Professional Improvement Committee.

II. To achieve on the part of the students basic understandings of and skills in the common activities of the Future Farmers of America through observation, study and participation in such suggested activities.

Public Speaking

Minimum--attend at least one FFA public speaking contest during the four-year training period.
Optimum--serve as judge for an FFA public speaking contest.

Parliamentary Procedure

Minimum--attend at least one FFA public speaking contest during the four-year training period.
Optimum--serve as judge for an FFA public speaking contest.

Livestock Shows

1. Attend either the PILE or the State Fair and assist in an assigned duty at the judging contest, fat stock auction, or other activity.
2. Attend county or state fair with particular purpose of observing the facilities for stock and exhibitors and the general procedure involved in conducting an FFA division of a Fair.
3. Exhibit an animal in the showmanship contest at the Little International at least once during the four-year training session.

Judging Contests

1. Attend either the State Fair or PILE for the expressed purpose of assisting in some capacity with the judging contest.
2. Assist in the planning and conducting of the annual livestock judging contest at the Little International.

Future Farmer Programs of Work

1. State convention
2. Keystone Reports
3. Judging at Skills Contests
4. Radio Programs--at least one

The Curriculum

This department has a four-year pre-service curriculum. To complete the prescribed curriculum in four years, a student must take from 16-19 hours per term. Students required to take remedial work or those electing to engage in outside employment must plan on staying longer.

1. The technical courses in the curriculum total 80 hours of agriculture. Of this total, a minimum of 45 hours consist of required courses. There are the basic courses in each subject area. In addition, the following subject area division is scheduled:

21-24 hrs. - Animal Industries (DAH and Vet. Medicine)
21-24 hrs. - Plant Industries (Farm Crops, Horticulture, & Soils)
14-18 hrs. - Agricultural Economics
18-28 hrs. - Agricultural Engineering

The professional courses are arranged in sequence as follows:

Ed 200 - Field Experience (2 cr) - Freshman or Sophomore Year
AEd 411 - Program Report Analysis (2 cr) - Fall Term, Junior Year
Ed 408a - Spec. Sec. Methods (Sec 1) (3 cr) - Spring Term, Junior Year
Ed 416 - Student Teaching: Sec. (12 cr) - Fall Term, Senior Year
Ed 408a - Spec. Sec. Methods (Sec 2) (3 cr) - Winter Term, Senior Year
AEd 417 - Agri. Curriculum (3 cr) - Spring Term, Senior Year

In addition, the students take:

Ed 310 - School in American Life (3 cr)
Ed 312 - Education Psychology: Learning (3 cr)
Ed 350 - Methods in Reading (3 cr)

2. Courses offered during current year:

		Last Offered
AEd 401	- Research (Terms and hrs. arranged) -	Winter 1959
AEd 405	- Read. & Conf. (Terms and hrs. arranged) -	Winter 1959
AEd 407	- Seminar (Terms and hrs. arranged) -	Fall 1959
Ed 408a	- Spec. Sec. Methods - Sec. 1 -- 3 hrs.	Spring 1959
	Sec. 2 -- 3 hrs.	Winter 1959
Ed 416	- Student Teaching: Sec. (3-15 hours) -	Winter 1959
AEd 417	- The Agricultural Curriculum (G) (3 hrs.) -	Spring 1959
AEd 418	- Adult Education in Agriculture (G) (3 hrs.)-	Winter 1959
AEd 501	- Research (Terms and hrs. arranged) -	Winter 1959
AEd 503	- Thesis (Terms and hrs. arranged) -	Spring 1959
AEd 505	- Read. & Conf. (Terms and hrs. arranged) -	Winter 1959

	Last Offered
AEd 507 - Seminar (Terms and hrs. arranged) -	Fall 1959
AEd 516 - Ext. Course in Teacher Training (hrs. arranged) -	Fall 1959
AEd 533 - Rural Survey Methods (3 hrs.) -	Spring 1959
AEd 541 - Comm. Prog. of Agri. Education (3 hrs.) -	Winter 1959

3. The subjects or fields in which it is possible for a student to obtain work of upper division or advanced level:

Science (Ex.: Genetics)
Social Science (Ex.: Philosophy and Religion)
Agriculture (Ex.: Animal Industries, Plant Industries, Agri. Economics, Agri. Engineering)
Education (Ex.: Ed 485)
Agricultural Education (Ex.: AEd 418)

4. The subjects or fields in which it is possible for a student to obtain a major for a bachelor's degree:

The students actually receive a B. S. in Agriculture, but major in Agricultural Education.

Henry A. TenPas - Professor
Philip B. Davis - Assistant Professor

5. The number of students majoring in Agricultural Education: At present 60, including 6 graduate students. At present this number is equally divided (30-30) between upper and lower classmen. In addition, there are four graduates for Thesis only.

6. The major study requirements:

	Minimum Requirements	
	School of Agriculture	Dept. of Agri. Education
Total Hours	192	192
Upper Division	45	45
Science & Soc. Science	45	45
Agriculture	36	80
Agri. Upper Division	24	24

7. How courses are added to curriculum or discontinued: The department justifies the addition or deletion of a course to the Dean of School. This in turn is submitted to a School and College Curriculum and Policy Council. If it passes, it is sent to Faculty Committee, then to President and Chancellor for action by the State Board of Higher Education.

8. Same as in 7.

9. The Council on Curriculum and Academic Policy meets 50-100 hours each Fall term and approximately 20 hours per term during Winter and Spring reviewing changes.

10. The School of Education was one of the first, if not the first to review, state, and publish its objectives. This was followed by similar action for the institution. One or more faculty days were spent on this process. In turn, the department supplemented this list with its purposes (see attached).

11. Student planning manifests itself in several ways. The Collegiate Future Farmers of America organization provides a Professional Improvement Committee. This committee interviews all present and prospective students, aids in their selection, problems, and makes suggestions to the staff of the department. There is a "Big Brother" system provided whereby each under-classman has an upper-classman to counsel him. Each graduate student must assist in the instruction of a class, thereby providing liaison. Each graduating senior is asked to recommend curricular revisions in the department.

12. Persons from related fields participate in recommending curricular changes by:

a. State Department of Education conferences, checking of transcripts, and assisting in job-placement.

b. U. S. Office of Education personnel visits and reports.

c. Curriculum Committees in School of Agriculture as well as in each subject matter department going over entire curriculum.

d. Land-Grant College Curriculum Committee in cooperation with U. S. Office.

e. Follow-up of graduates of department with curricular recommendations. (This is particularly effective in cooperation with departmental research and Future Farmers follow-up.)

f. Yearly first and second year teacher visitation. Local administrators, Boards of Education, and the teachers suggest changes.

g. The Oregon Vocational Agricultural Teachers Association has a Curriculum Committee, a Research Committee, and a Professional Improvement Committee. All of these work with the department in determining needed changes.

This department requires 38 credit hours of professional courses. Of this number, 19 are in the form of field work. The largest single block of field work consists of 17 credits while out student teaching. Student teaching begins on or before August 20 and for 18 weeks thereafter. The supervising teachers of our student centers play a large role in the setting, maintaining, and evaluating the curriculum. The administrators and State Department, as well as subject matter specialists, assist in improving the curriculum as evaluated by our product during student teaching and first and second year follow-up. The department considers 18 weeks full time all day in a student center as a good indication of the practical application of learning. The courses prior to and after this period are based on the experiences gained during field work.

Instruction:

1. There are numerous provisions for the continuous improvement of instructional competence. Those not referred to before include:

   a. Provisions for purchase of books through the Library in addition to the extensive Library facilities already available.

   b. The staff in the department visits every class taught by other staff members during the first two years a new staff member is added. This allows for consolidation of courses and an understanding of one another's teaching.

   c. A sharing of classes such as Student Teaching, Special Methods, and Extension Courses in Teacher Education.

   d. Counsel and evaluation of specialists from outside institutions is encouraged. In the past two years specialists from California, Pennsylvania, Wisconsin, and Hawaii have assisted this department.

   e. The opportunity of the staff to take additional work is encouraged each term. During the past five years, staff members have taken course work in History, Sociology, Natural Resources, Statistics, Religion, Logic, and Psychology.

   f. The improvement of evaluation has taken place by the use of forms such as the Oregon State College Learning Appraisal Form, the Oregon State College Teaching Appraisal Form, and the Rating Scale by Charles Bursch, II from Davis, California. These have improved the selection of students as well as teaching and learning experiences.

   g. Organized effort has been centered on improving teaching procedures by taking classes throughout the year from teachers recognized as outstanding on the campus. During the past five years, nine such teachers have been studied.

   h. There is a departmental Curriculum Committee, a Professional Committee of OVA School of Agriculture Curriculum Committee, Land-Grant College Curriculum Committee, and Oregon State College Council on Curriculum and Academic Policy. With all of these, our curriculum is being constantly studied, revised, and evaluated.

i. Alumni data are assembled through follow-up studies, questionnaires to present teachers, and a following of each drop-out in the department. A card file is maintained on each student who graduates; a folder file on each student who has enrolled in the department; follow-up studies are encouraged and conducted in Vocational Agricultural departments; State and Federal reports are prepared annually relative to graduates.

j. Instructors use the Learning and Teaching Appraisal Forms mentioned in f. previously. Student opinion is obtained through the Professional Improvement Committee of the FFA, through graduate students assisting in each class, and by use of previously mentioned forms.

k. Staff conferences are held weekly within the department and at times with the State Department staff.

l. Audio-visual aids are available in the School of Education Library and in the Visual Instruction of the College.

m. Course outlines and guides are prepared and are available to all staff members.

2. There are provisions for improving student achievement throughout the curriculum. As mentioned previously, the curricula can be achieved in four years by only the most competent students. Students with low deciles are advised to take remedial work. All students are encouraged to participate in class and out-of-class (FFA) activities in proportion to their scholastic ability. A number of activities, as well as degree of competence, is considered throughout the curriculum.

a. Scholarship is rewarded through permission to take more than 19 hours of work (above 3. GPA), permission to take basic courses by examination, recommendation for graduate study, and by departmental, school, and college scholarships.

b. Throughout the past five years, the students of this department have approximately one-third to one-half of the students with GPA's over 3. in the School of Agriculture. (With approximately 10 per cent of the students). Our students have been on a par with those in other departments in Education.

c. During the past academic year the department has dropped 12 students out of 70 for poor scholarship. The School of

Education requires a 2.5 GPA in the teaching major to Student Teach. This department requires that students drop this major after they have been on probation for one term and do not make the agreed GPA the following term. The GPA goal is agreed upon in conference with the student, the staff, and a member of the Professional Improvement or Scholarship Committee of the FFA.

d. Five per cent have been disciplined but not dropped from the department during the past academic years. Most of these have been advised relative to study courses, make-up sessions, and reduced class load.

e. Student leaders are developed through the Collegiate FFA organization. Its objective is to promote citizenship, leadership, and cooperation. Our students are active in departmental, campus, and professional activities. Evidence of leadership is indicated by two National FFA presidents in the past five years, one national public speaking winner, departmental parliamentary contest winners, a senior class president, President of the Agricultural Executive Council, and over 20 Sears Scholarships and Leadership winners.

Projected Plans:

A pilot program is being planned to determine the most effective way to complete a fifth year of preparation for our teachers. This in-service pilot program will attempt to combine fifth year work both on and off campus. The off-campus work will be organized through one local center in each of the ten geographical districts of the state.

Research - The projected plans for research initiated by this department call for extensive study into the areas of Adult Education and Curriculum Development. For example, the present departmental study under investigation deals with determining farm skills perfected through vocational agriculture training which are also required in related occupations. The results of this study should assist in bringing about necessary changes in vocational agriculture curriculum. Thesis studies conducted by graduate students could supplement research of this kind.

(REVISED FROM)
RATING SCALE IN AGRICULTURAL

EDUCATION
by
Charles W. Bursch, II
Supervisor of Testing and Guidance
University of California
Davis, California
1951

Note: This is a highly confidential rating of the men preparing to become agricultural teachers. Under no circumstances should you permit anyone to see your ratings, nor should you discuss your ratings with anyone else. This information will be used in preparing evaluations and in writing recommendations, so think about this rating with the same care you hope the others are giving to you.

Instructions: After each item you will find space to record your first three choices. Your opinion is all that is required, because it is attitude we are measuring. A roster is included for your convenience and you will confine your choices to the names on the roster that you know personally. Names may be used more than once, but it is not probable that any group of three men will seem outstanding to you in all of the categories. If there is any man in your opinion is an outstanding example of what you would not want under any of these categories, record his name in the space provided. Take as much time as you need to do a good job. Sign your name.

Items:

1. The man you would like to have as chairman of your department on your first job.

   a. (Best man)________________________

   b. (Next best)________________________

   c. (Next)________________________

   d. (Worst man)________________________

2. The man you would like to have working under you when you get to be chairman of a department.

   a. (Best man)________________________

   b. (Next best)________________________

c. (Next)__________________________

d. (Worst man)______________________

3. The man you would want to teach your boy, if he could have only one agriculture teacher.

    a. (Best man)_______________________

    b. (Next best)______________________

    c. (Next)__________________________

    d. (Worst man)______________________

4. The man you would hire as manager of your farm properties after you get rich.

    a. (Best man)_______________________

    b. (Next best)______________________

    c. (Next)__________________________

    d. (Worst man)______________________

5. The man you would like to have your sister marry.

    a. (Best man)_______________________

    b. (Next best)______________________

    c. (Next)__________________________

    d. (Worst man)______________________

6. The man best qualified for regional or state president of the agriculture teachers association.

    a. (Best man)_______________________

    b. (Next best)______________________

    c. (Next)__________________________

    d. (Worst man)

7. The man you would want for a roommate on a long voyage or in prison.

a. (Best man)____________________

b. (Next best)____________________

c. (Next)____________________

d. (Worst man)____________________

REMARKS:____

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PERSONAL DATA SHEET

Name: Davis, Philip Barr

Date and Place of Birth: January 9, 1926; Harrisonville, Missouri

Training:

Institution	Place	Degree or Diploma	Date	Major	Minor
High School	Harrisonville	Academic	1943		
Oklahoma A & M	Stillwater	B. S.	1950	Ag.Ed.	
Oklahoma A & M	Stillwater	M. S.	1953	Ag.Ed.	
Michigan State	East Lansing	(Ph.D. to be awarded)	1959	Vo.Ed.	School Ad. Guidance & Counseling

Teaching Experiences (or related):

Dates	Place	Position
1958-	Oregon State College	Assistant Teacher-Trainer
1956-1957	Michigan State University	Part-time Instructor
1950-1956	Grove, Oklahoma	Teacher of Vocational Ag.

Organizations (professional):

Phi Delta Kappa, Oregon Voc. Agriculture Teachers Association (OVATA)
National Vocational Agriculture Teachers Association (NVATA)

Publications:

Assisted in the production of teaching materials for teachers of Vocational Agriculture entitled:

1. Christmas Tree Production
2. Marketing Fat Hogs
3. Marketing Fat Cattle
4. Housing Dairy Cattle

PERSONAL DATA SHEET

Name: TenPas, Henry A.

Date and Place of Birth: March 31, 1918; Sheboygan County, Waldo, Wisconsin

Training:

Institution	Place	Degree or Diploma	Date	Major	Minor
High School	Waldo, Wis.	Academic	1935		
U. of Wis.	Madison, Wis.	B. S. +	1940	Ag.Ed.	Psy.
O.S.C.	Corvallis, Ore.	M. S.	1949	Ag.Ed.	Ag.
U. of Ill.	Urbana, Ill.	- -	Summer 1949	Educ.	Ag.Ed.
O.S.C.	Corvallis, Ore.	- -	1950,51,52	Educ.	Guidance
W.S.C.	Pullman, Wash.	EdD	1954	Ed.Adm.	Geog.& Soc.

Teaching Experiences (or related):

Dates	Place	Position
1958-1957	Oregon State College	Prof. - Head of Dept.
1957-1951	Oregon State College	Associate Professor
1951-1949	Oregon State College	Assistant Professor
1949-1948	Oregon State College	Instructor
Summer 1956	Washington State College	Visitor--Summer School
1948-1945	Amity High School, Ore.	Teach. Vo.Ag. - Sup. Teach.
1945-1941	U. S. Army	Private to Captain
1941-1940	Waldo High School, Wis.	Ass't. Princ. - Ag. Teach.

Organizations (professional):

Alpha Gamma Rho, Alpha Zeta, Phi Delta Kappa, Phi Kappa Phi, Century Club, Marquis -- Who's Who Inc.

Publications:

1. "Better Farming Methods" Operation of Bean Coop., 1947
2. Life Adjustment in Action, Zeran - Chapt. 22 pp 453-473
3. "Agricultural Education Magazine" Business Manager
4. "Agricultural Education Magazine" Vol. 28, Aug. 1955, No. 2. pp 36
5. "Agricultural Education Magazine" Vol. 28, Sept. 1955, No. 3 pp 56-57
6. "Agricultural Education Magazine" Vol. 28, Oct. 1955, No. 4 pp 90-94
7. "Agricultural Education Magazine" Vol. 29, Apr. 1957, No. 10 Editorial pp 219-220
8. "Agricultural Education Magazine" Vol. 30, Feb. 1958, No. 8 Cover & Legend pp 180

DEPARTMENT OF BUSINESS EDUCATION

Professional preparation for teachers of business subjects is provided in the Department of Business Education, a joint department in the School of Business and Technology and the School of Education. A student may major in either school, but before registering he must confer with the Head of the Department of Business Education.

The Curriculum

1. Business Education is offered as a teaching major in the School of Education. The major as outlined contains very much the same requirements (52 hours) as does the Business Education curriculum (58 hours) outlined in the School of Business and Technology. The latter requires six additional credits--three in Business Law (BA 413) and three in Office Organization and Management (SS 422).

2. All required courses are offered over a 3-term period (one school year).

3. The upper-division work available is as follows:

    Office Procedure--SS 311, 312, 313 (4 hours each)
    Business Law--BA 411, 412, 413 (3 hours each)
    Retail Merchandising--BA 463 (3 hours)
    Office Organization and Management--SS 421, 422 (3 hours each)
    Seminar--SS 407 and BEd 407 (1 to 3 hours each)
    Secretarial Problems--SS 411 (3 hours)
    Secretarial Practice--SS 412 (3 hours)
    Special Secondary Methods--Ed 408c, Shorthand (3 hours)
        Ed 408c, Typewriting (3 hours)
        Ed 408c, Bookkeeping and Non-Skill (3 hours)
    Student Teaching--Ed 416 (9-12 hours)

4. Students can earn a BA and/or BS degree with a teaching major in Business Education. A teaching minor is also required.

Members of the staff teaching in the Department of Business Education are:

Barber, Shirley (Miss) MS (Nearing doctorate)--Assistant Professor
Larse, Lloyd (EdD)--Professor
Winger, Fred (EdD)--Professor
Wiper, Robert (MS)--Instructor
Yerian, Theo. (PhD)--Professor, Department Head

5. Students majoring in Business Education--(Business and Technology and Education) total 119.

6. The total number of upper division hours required in the major is 39.

7-8. Number of required courses may be increased or diminished through consultation of Dean and Department Head.

9-10. The curriculum is given periodic review by members of the staff in cooperation with the department head. Frequent comparison is made with other teacher training institutions offering Business Education. Use is made of the rating scale designed by the National Association of Business Teacher Education.

11. A recent sampling of graduate reactions to the undergraduate program will be followed by a full-scale canvassing of the graduates of the past five years. These responses will be used to gather information that may indicate needs for changes in the curriculum.

12. No use has been made of lay persons or people from business in our curriculum deliberations.

Instructional Staff

1. Personnel

(See personal reports of staff members) Barber, Larse, Winger, Wiper, and Yerian

2. Organization, Meetings, and Committees

   a. Faculty jointly members of the Business and Technology and Education staffs working under the joint jurisdiction of the respective deans.

   b. All members have normal faculty rights to vote on all matters under faculty control.

   c. There are no subdivisions of the faculty in Business Education other than for committee assignments.

   d. Faculty meetings subject to call--Department Head presides.

   e. Agenda items plus anything presented by individual faculty members.

   f. Notes kept by Department Head and available to faculty members upon request.

   g. Standing Committees
      Registration
      Equipment
      Library
      Schedule

   h. All staff members are made aware of their right and obligation to be instrumental in educational policy.

3. Selection, Promotion, and Dismissal

   a. Department Head assumes the major responsibility for locating condidates to fill vacancies.

   b. Department Head largely responsible for final selection of staff members. Makes recommendation to Dean for final approval.

   c. Department Head makes recommendations to the Dean in line with policies governing the operation of the School.

4. Teaching Load (Includes BEd and SS classes)

Instructor	Class		Credit hours	Contact hours	Enrollment
Barber, Shirley	Typing	SS 121	2	5	20
	Stenography	SS 111	3	4	20
	Stenography	SS 111	3	4	16
	Stenography	SS 113	3	4	12
Larse, Lloyd	Office Procedure	SS 311	2	6	31
	Office Procedure	SS 311	2	2	61
	Intro. to Business and Industry	BA 111	3	3	50
	Special Secondary methods	Ed 408c	3	3	15
Winger, Fred	Typing	SS 122	2	5	29
	Typing	SS 122	2	5	31
	Typing	SS 122	2	5	25
	Office Organization & Management	SS 421	3	3	28
Wiper, Robert	Stenography	SS 111	3	3	14
	Office Procedure	SS 311	2	6	30
	Seminar	BEd 407	1	1	4
	Seminar	BEd 407	3	1	3
	Supervising Teacher	Ed 416	9-12	8-10	7

Preparations: Barber, 3; Larse, 3; Winger, 2; Wiper, 3.
Student load: Barber, 17 to 1; Larse, 43.6 to 1; Winger, 28.25 to 1; Wiper, 19.33 to 1.

Instruction

1. Provisions for the Improvement of Instruction

a. From time to time members of the staff make use of the faculty rating forms sponsored by the "Advancement of Teaching" Committee.

Probably of even greater value in determining the instructional competence is the informal follow-up of graduates to determine the degree of job success.

b. Competence in instruction is recognized primarily through reccommendations for merit increases in salary. This procedure is not as available as might be desired because of the lack of funds.

c. Instructors are encouraged and challenged to do the job better. Within budgetary limitations, special equipment and facilities have been provided to those instructors requesting them and giving adequate reasons for their use.

d. A constant experimental atmosphere is encouraged for the classroom. Much experimental work has been done with the tachistascope in the teaching of typing, stenography, and applied stenography. One instructor gained national recognition with his use of the tachistascope in his own typing classes and subsequently introduced the technique to teachers all over the country. A study of the same nature is now being conducted by another instructor in the teaching of stenography.

All instructors belong to the state and national associations in Business Education. They keep in contact with current teaching trends and procedures through the reading of their professional periodicals and attendance at professional meetings.

e. Course outlines have been prepared for all courses and are available to each instructor for examination.

2. Provisions for Improving Student Achievement

a. Because of the skill-building nature of many of the Business Education and Secretarial Science courses, it is possible to care for individual abilities. At registration time, as much as possible is determined about the student's past educational experiences, his abilities, and his ambitions. He is then placed in particular class sections commensurate with his abilities and needs.

b. At the present time, we have no special way of rewarding high scholarship other than to provide work of a challenging nature and to grade accordingly.

c. All-college grade listings provide us with the opportunity to compare the scholastic achievement of our major students with those of other departments and schools.

d. The percentage of students dropped from Business Education because of poor scholarship is not known exactly, but is negligible.

e. Any Business Education major experiencing scholastic difficulty first discusses the matter with his faculty adviser. Next, if deemed necessary, the student is counseled by the Departmental head. During the counseling contacts with the student, the latter is made aware of the School of Education policy that he must maintain a 2.50 average in his teaching major if he is to be permitted to do his student teaching.

f. No concrete steps are taken to develop student leaders other than "moral support" given through counseling.

PERSONAL DATA SHEET

Name: Barber, Shirley Margaret, Assistant Professor

Date and Place of Birth: July 16, 1921; Seattle, Washington

Education:

School	Degree	Year	Major	Minor
Holy Names High School	Diploma	1939	--	--
University of Oregon	B. S.	1950	History	Education
Oregon State College	M.Ed.	1951	Education	Guidance
Columbia University	--	1953	Bus. Educ.	--
Oregon State College	--	1954	Bus. Educ.	--
University of So. Calif.	--	1955	History	--
Colorado State College	Ed.D. Candidate	1957-58	Bus. Educ.	Education

Teaching Experience:

Oregon State College	1956-1959	Business Education
University of Southern Calif.	1955-1956	Business Education
Portland State College	1954-1955	Business Education
Oregon State College	1953-1954	Business Education
Portland Public Schools	1950-1953	Business Education, History
Portland Extension Division	1950-1959	Business Education

Previous to academic experience--eight years' business experience in legal, medical, architectural and military stenographic work.

Organizations:

United Business Education Association
Western Business Education Association
Oregon Business Education Association
Delta Pi Epsilon
American Association of University Professors
Phi Chi Theta

Will complete Ed.D degree in August, 1961. Am now performing four-year experiment in shorthand for a dissertation: "The Effectiveness of Tachistoscopic Training in a Collegiate Elementary Shorthand Course."

PERSONAL DATA SHEET

Name: Larse, Lloyd Q.

Date and Place of Birth: January 14, 1907; Zyba, Kansas

Training:

Institution		Degree or Diploma	Date
Gould, Okla. High School		Diploma	1924
Oklahoma State University	Major: Economics Minor: Business Education	B.S.	1928
University of Colorado	Special Work: Accounting		1926 Summer
University of Chicago	Graduate Work: Economics & Business		1930 Summer
University of Oklahoma	Major: School Adm. Minor: Business Education	M.Ed.	1935
University of So. Calif.	Graduate Work: Bus. Educ.		1940 Summer
University of Oregon	Major Fields: Secondary Educ., Higher Educ., School Administration Minor: Economics and Political Science	Ed.D.	1952

Teaching Experience:

Oregon State College	Bus. Educ. & Secretarial Science Departments	1940-1959
Oregon State Legislature	Assistant to Rep., Benton Co., Dr. W. T. Johnson	1945 Winter Term
Agr. Ext. Service	Asst. St. Placement Officer, USDA Farm Labor Service (War Period)	1943 Spring, Summer
Benton Co. Agr. Agt. Off.	AAA Adjuster	1941 Summer
Tulsa, Okla. Cent. H.S.	Business Education Department	1935-1940
Cent. State Teacher Col.	Business Education Department	1933 Summer
Southwest Utility Co.	Accountant	1930-1931 Summer
Guthrie, Okla. H. S.	Business Education Department	1928-1935

Organizations:

National Business Teachers Association
United Business Education Association--Department of NEA
Western Business Education Association
Oregon Business Education Association
Alpha Kappa Psi (Business Administration Honorary)

Publications:

Office Procedure Guidebook	Coop. Bookstore	1945, 1950 Revised

PERSONAL DATA SHEET

Name: Winger, Fred E., Professor of Business Educ. & Secretarial Science

Date and Place of Birth: July 24, 1912; Elwood, Nebraska

Training:

Institution	Place	Degree	Date	Major	Minor
High School	Elwood, Nebraska		1926-30	Com. Arts	
U. of Nebraska	Lincoln, Nebraska	B. S.	1930-34	Commerce	Business
U. of Iowa	Iowa City, Iowa	M. A.	1935-38	Education	
U. of Oregon	Eugene, Oregon	D.Ed.	1947-51		Business

Also attended: University of Missouri, University of Chicago, University of Southern California.

Teaching Experience:

Oregon State College	Prof. B. Educ. & Soc. Sci.	1958-47 1947-46
Stephens College, Columbia, Missouri	Business Teacher	1943-39
Thomas Jefferson H. S., Co. Bluffs, Ia.	Commercial Teacher	1938-36
Norfolk High School, Norfolk, Nebraska	Commercial Teacher	1936-35
Burwell H. S., Burwell, Nebraska	Commercial Teacher	1935-34

(Have conducted numerous workshops for teachers on Electric Typewriters and also served as Proficiency Expert for I.B.M. in 1956 with large firms in the west)

(Summer Session teaching experience at University of Montana, University of Denver, University of Nebraska, Gregg College, University of Texas, and University of Nevada)

Organizations:

Member of Kappa Delta Phi
Member of Pi Omega Pi
Member of A. A. U. P., U.B.E.A., W.B.E.A. and O.B.E.A.

Publications:

"Tailored Timings"--Allied Publishers, Inc.
"Type Right From the Start"--Allied Publishers, Inc.

"Typing Power Drills"--Gregg Publishing Co.
"Gregg Typewriting for Colleges"--Gregg Publishing Co.
Pioneered Tachistoscopic Training in Typewriting and Author or Co-author of four (4) slide series for Keystone View Co.
Over 30 articles in professional magazines in Business Education

PERSONAL DATA SHEET

Name: Wiper, Robert E., Instructor in Business Education

Date and Place of Birth: April 14, 1929; Coos Bay, Oregon

Training:

Institution	Place	Degree	Date	Major	Minor
Salem High	Salem, Ore.		1947		
Willamette U.	Salem, Ore.	BA	1951	History	Business Adm.
Willamette U.	Salem, Ore.	Ed. M.	1953	Education	
U. of Oregon	Eugene, Ore.		1955 (Summer)		
Oregon State	Corvallis, Oregon	Ed. D	1957-59	Education	Business Adm. Business Educ.

Teaching Experience:

Date	Place	Position
1952-56	Lebanon High School	Instructor
1953-59	Lebanon Adult Education	Instructor
1956-57	South Salem High	Instructor
1956-57	Salem Adult Extension	Instructor
1957-59	Oregon State College	Instructor
1958-59	Oregon State Ext. Service	Instructor

Organizations:

United Business Education Association
Oregon Business Education Association
Western Business Education Association
National Business Education Association
National Business Teachers Association-Eastern Business Teachers Assn.
American Association of University Professors
Oregon Association of Higher Education

Publications:

1. "Typewriter Repair Kit and Instruction Manual," Allied Publishers, Inc., 1958.

2. "The High-Speed Method in Shorthand," (Article), The Business Educator, 1959.
3. "Automation and the Future of Business Education," (Article), The Business Educator, 1959.
4. "The Modern Look in Business Letter Arrangement," (Article), The Business Teacher, Early 1960.
5. "Skill Building in Typewriting Does Pay," (Article), Journal of Business Education, Late 1960.
6. "Create Atmosphere--Use Interoffice Memorandums," (Articles), Business Teacher, 1960.
7. "Briefhand for Colleges" (Coordinating Editor), Allied Publishers, Inc., 1960.
8. (Five business machine textbooks--Staff Editor--in process), Allied Publishers, Inc.

PERSONAL DATA SHEET

Name: Yerian, Theo. C.

Date and Place of Birth: November 9, 1904

Training:

Institution	Place	Degree or Diploma	Date	Major	Minor
Hamilton H. S.	Hamilton, Mont.	Diploma	1920-24		--
Mont. State College	Bozeman, Mont.	--	1924-25	Agr.	--
Oregon Inst. of Tech.	Portland, Oregon	Diploma	1927-30	Bus.	--
Oregon State College	Corvallis, Oregon	B. S.	1930-32	Bus. Educ.	Educ.
University of Iowa	Iowa City, Iowa	M. S. Ph.D.	1932-37	Bus. Adm. & Bus. Educ.	Educ.

Organizations (professional):

Alpha Delta Sigma
Delta Pi Epsilon
Pi Omega Pi

Publications:

Co-author: Progressive Filing (also supplementary items such as filing sets, supplies, etc.), Gregg Publishing Division.

Author: Correlated Dictation and Instruction Records
Controlled Dictation for Speed Building

Co-author: Controlled Dictation for Advanced Speed Building
Controlled Dictation for Expert Speed Building
(All dictation materials published by Allied Publishers, Inc.)

Co-author: Briefhand, Allied Publishers, Inc.

DEPARTMENT OF HOME ECONOMICS EDUCATION

Professional preparation for prospective teachers of home economics is provided by the Department of Home Economics Education which is a joint department within the School of Home Economics and the School of Education. A student in either school may meet qualifications for certification to teach homemaking. Any student who has not taken her home economics courses at Oregon State College will be required to have at least one course in each home economics subject matter department at this institution before she will be allowed to register for student teaching. Before registering for teacher training courses, every student should receive permission for registering and guidance for selection of courses from the Home Economics Education Department staff members.

The Curriculum

1. The scope and content of the entire program of studies by departments or other administrative units within the division. See Syllabi.

2. List of courses offered current (1959-60). Check in catalog. Specify frequency of course offerings and date last offered.

Courses	Frequency of offering 1959-60	Date last offered
Seminar:		
HEd 407 (Planned Home Experience)	Fall	Fall, 1958-59
HEd 407 (Problems of Beginning Teachers)	Spring	Spring, 1958-59
HEd 422 Organization and Adm. of Homemaking Education	Winter, Spring	Spring, 1958-59
HEd 440 Homemaking in the Com. High School	Fall, Winter Spring	Spring, 1958-59
HEd 507 Seminar: Future Homemakers of Am.	Fall	Never
Curriculum Planning	Winter	Fall, 1955-56
Ed 200 Field Experience	Fall, Winter Spring	Winter (2), 1958-59
Ed 408d Special Secondary Methods	Fall, Spring	Spring, 1958-59
Ed 416 Student Teaching: Secondary	Fall, Winter, Spring	Spring, 1958-59

3. The subjects or fields in which it is possible for a student to obtain work of upper division or advanced level:

   a. Ed 200 Field Experience (2 term-hours) is the only lower division course in this area. Upper division courses provide the minimums for teaching certification. Graduate work centers on strengthening secondary teaching competency in home economics, preparation for adult education, supervision of student teachers, state supervision, college teacher education.

4. The subjects or fields in which it is possible for a student to obtain a major for a bachelor's degree, indicating in each case the name and rank of all staff members in that subject or field.

   a. A student may be graduated from the School of Education with a teaching major in home economics. Or she may be graduated from the School of Home Economics with a bachelor's degree and the required professional courses for a teaching certificate and a teaching minor or norm in a second high school teaching subject.

b. All three Home Economics Education staff teach courses which help prepare homemaking teachers.
   Miss Wohlgenant - Instructor
   Miss McQuesten - Associate Professor
   Miss DuBois - Professor

5. The number of students majoring in this division by academic fields, indicating separately where applicable, pre-majors and general studies majors.

a. Student teachers in home economics for the past three years number:

1957-1958	60
1958-1959	58
1959-1960	59

b. Students in Home Economics Education, Fall, 1959:

Graduate students	7
Seniors	64
Juniors	69
Sophomores	33
Freshmen	8

(Both School of Education and School of Home Economics students are included.)

6. The major study requirement in each major study area. How many hours of upper division work are required in each major study?

a. To prepare to be a home economics teacher in Oregon, a student at Oregon State College may enroll in either the School of Education or the School of Home Economics. The students in the School of Home Economics must plan for preparing for a second teaching subject; the School of Education students are required to have a teaching minor for graduation. The School of Education students are required to have 45 hours in Home Economics and may elect six hours to be qualified to teach in a federally reimbursed school under vocational education. All students are expected to have the following professional courses:

(1) Ed 200 Field Experience. 2 hours. (Not upper division.)

(2) Ed 310 School in American Life. 3 hours.

(3) Ed 312 Educational Psychology. 3 hours.

(4) Ed 350 Methods of Reading. 3 hours.

(5) Ed 408d Special Secondary Methods. 3 hours.

(6) Ed 416 Supervised Teaching. 9 hours.

(7) Ed 407 Seminar: Student Teaching. 1 hour.

(8) HEd 422 Organization and Administration of Homemaking Education. 3 hours.

(9) HEd 440 Homemaking Education in the Community High School. 3 hours. (Not required.)

7. How are courses added to curriculum or discontinued?

a. Either the dropping or adding of courses follow this procedure:

(1) Originate in department.

(2) Approval of Dean.

(3) Approval of Curriculum Council and/or Graduate Council.

(4) Approval of President.

(5) Approval of Chancellor.

(6) Approval of Board of Higher Education.

8. How the number of required courses may be increased or diminished. Same as above, or is based on requirements for General Secondary Certificate or a Vocational Certificate to teach homemaking in Oregon.

9. Whether any person or committee gives more or less continuous study to the improvement of the curriculum. Describe activity.

a. The Home Economics Education Department activity participates in the School of Home Economics curriculum improvement program and serve as consultants to the staff of the School of Home Economics staff to keep the curriculum meeting the needs of teachers and potential teachers.

b. Miss DuBois' doctor's dissertation was an evaluation of the School of Home Economics curriculum as based on judgments of students (1951). There has been a followup study of graduates 1940-57 in which former students gave evaluations of their work. (On file in Home Economics Education Department.)

10. In what ways the administration has concerned itself with objectives, curriculum content, and instructional outcome.

a. The college as a whole have set up their objectives. To do this, the campus was organized into discussion groups, speakers provided, a goodly number of the staff actively participated.

b. At the same time the School of Education had a committee working on objectives.

c. Departments formulated their philosophies.

d. The administration provides a faculty day which is a form of in-service education, encourages the teaching improvement program, the evaluation of teaching.

11. Use made of student initiative and reactions in effective curriculum modifications.

a. The instructors in this department use student evaluations in each of their classes and in student teaching. Many of the changes made are based on the student's suggestions.

12. Whether lay persons or others from related fields participate in making curricular changes. Explain.

a. No lay groups have been used in making curricular changes. Alumnae's opinions are used.

Advisory Committee from the School of Home Economic Staff. An advisory committee in the Home Economics Education Department was first tried in 1954. Then, due to staff changes and reductions, it was dropped. It was revised in October, 1958. This committee consists of three persons, one representative of each of the following departments.

Family Life and Home Administration
Clothing, Textiles, and Related Arts
Foods and Nutrition

These people are selected by the department heads, who consider people who have an interest in teacher education, and as far as possible who have had public school experience. This committee serves three basic purposes.

(1) "Listening ears"--To listen for criticisms of our advising system and classes, and give these to us.

(2) Liaison--To interpret the "why" of how and what we are doing in teacher education.

(3) Advisory--To make suggestions for improving the teacher education program.

We feel that this committee has great possibilities for strengthening teacher education in Home Economics, if we can ever overcome the handicap of finding meeting times of six people, three of whom are off campus frequently.

Instructional Staff

1. Personnel

Faculty	Rank	Nature of Appointment
Joane Wohlgenant	Instructor	Full-time
Isabella McQuesten	Associate Professor	Full-time
May DuBois	Professor	Full-time

Other information on personal data sheet.

2. Organization, Meetings, and Committees

a. The general authority vested in the faculty of this division by charter, constitution, rules and regulations or other documents.

(1) The Home Economics Education is administratively in the School of Education and housed in the School of Home Economics.

(2) The staff teach courses which are in the Department of Education (these carry Ed. numbers) and home economics education courses (these carry H.Ed. numbers). Both have home economics education emphasis rather than general education.

(3) Actually the instructors in Home Economics Education serve as dual professors, members of two staffs. They participate in all of the School of Home Economics activities. They serve on many committees in the School of Home Economics. For example, in curriculum revision in the School of Home Economics, they must take an active part since 40 percent of graduates of School of Home Economics for the years 1940-1957 were prepared for teaching homemaking.

(4) A third line of authority comes from relationship with the Division of Vocational Education, State Department of Education, since the Home Economics Education Department at OSC is the only one qualified to prepare teachers for secondary homemaking in vocational education.

b. Those eligible to vote on matters under faculty control.

(1) All three members of the Home Economics Education vote for Faculty Senate representatives from the School of Education.

c. Subdivisions of the faculty of this division, indicating authority delegated to them. No subdivisions.

d. Frequency of divisional faculty meetings. Who presides?

(1) We have two hours on Friday set aside for a departmental meeting. The head of the department presides.

e. Subjects discussed.

(1) Planning faculty members' activities, classes, travel schedules, responsibilities.

(2) Student problems.

(3) Sharing each others' readings and attendance at meetings.

f. Whether minutes are regularly kept and made available for faculty reference.

(1) Minutes are not kept.

g. Number and function of standing committees.

   (1) We divide responsibilities. These include representing the Home Economics Education Department on many committees.

h. Evidence of individual and collective faculty participation in the formation of educational policy.

   (1) Policies are discussed in light of problems encountered. Changes are made by common agreement. Student, faculty and self-evaluation are used as a basis for modifying, changing, and evaluating new policies needed to carry out responsibilities.

3. Selection, Promotion and Dismissal

   a. Procedure for procuring candidates to fill vacancies. What information is called for? (Use check list here or, if institution has forms, they should be provided.)

      (1) Department Head secures possible candidates and makes recommendation to Dean of Education who in turn makes recommendation to the President.

      (2) Form used by institution for all applicants for academic positions.

   b. What persons participate in selection? Who makes final selection? By whom, if anyone, is their selection approved?

      (1) Since this is a three-member department, two have participated in the selection of the third.

      (2) The Board of Higher Education finally approves the choice which has progressed from departments through Dean, to President to Chancellor.

   c. Procedure for determining promotions.

      (1) All promotions are determined by consultation with the Dean of the School of Education.

   d. Procedure followed when it becomes necessary to dismiss a faculty member. No basis for knowing.

4. Teaching Load

   a. In tabular form, name of instructors giving classes taught, credit and contact hours, number of preparations per week, and enrollment for each. Other responsibilities including research, public service activities, etc. assigned to various staff members should be indicated.

I HOME ECONOMICS EDUCATION TEACHING LOAD 1958-59

Courses	Cr. Hrs.	Total Students	Total Student Cr. Hours	Fall	Winter	Spring	Instructor
Sem.: Planned Home Experience (HEd 407)	1	7	7	7			McQuesten
Org. & Adm. of Homemaking Educ. (HEd 422)	3	58	174		27	31	McQuesten
Homemaking Educ. in The Community H. S. (HEd 440)	3	58	174	23	23	12	McQuesten
Thesis (HEd 503) 1 cr. fall, 4 cr. spring	-	2	5	1		1	DuBois
Seminar: Problems of Beginning Teachers (HEd 407)	1	5	5			5	Wohlgenant
Seminar: Student Teaching (Ed 407)	1	58	58	25	22	11	Wohlgenant
Spec. Sec. Methods (Ed 408d)	3	57	171	33		24	DuBois
Student Teaching (Ed 416)	9	58	522	25	22	11	Wohlgenant McQuesten DuBois*
Field Experience (Ed 200)	2	48	96	10	38**		DuBois
TOTAL		351	1212	124	132	95	

* Note analysis of division of student teaching load.

**Two sections--4 contact hours per week and two preparations per week.

II TEACHING LOAD

ASSIGNMENT OF STUDENT TEACHERS

1958-59

	Fall Term		Winter Term		Spring Term	
Names	Centers	No. Student Teachers	Centers	No. Student Teachers	Centers	No. Student Teachers
DuBois, M.	--	--	5	8	2	2
McQuesten, I.	8	11	2	3	2	2
Wohlgenant, J.	11	14	10	11	5	7

Total No. centers 21
Total No. cooperating teachers 22

OTHER RESPONSIBILITIES

DuBois, M.

Administration

1. Head of Home Economics Education Department
2. Appointments Committee
3. Catalog Material
4. Summer School
5. Schedule
6. Graduate Committee, School of Home Economics
7. Curriculum Committee, School of Home Economics
8. Committee to Prepare Career Bulletin--School of Education
9. Arrangements for State Homemaking Teachers Conference
10. Preparing Reports for AACTE
11. Preparing materials for the teacher selection program in Home Economics

12. Rewriting the teacher education section of the State Plan for Vocational Education.

13. Preparing, administering and grading preliminary examinations for major and minor candidates in Home Economics Education.

Advising

Preparing duplicated materials for advisers in the School of Home Economics. Two meetings for advisers in School of Home Economics. Fifty students, four general meetings and individual conferences with freshmen and sophomores to help them check programs for requirements for teachers.

Research

"Follow-up of Home Economics graduates who prepared to teach." Sponsored by the Graduate School. Preparation of Report.

Public Service

1. Assemble and distribute news of the Department for Barometer, Vocational Oregonian, and News Service.
2. Preparing Home Economics Education Section for School of Home Economics Newsletter.
3. Visit potential student teaching centers.
4. Consultant for curriculum committee for homemaking in Oregon.
5. Consultant for curriculum work conference May 14, 15, 16, 1959.
6. Conference leader for one day at State Homemaking Teachers Conference, June, 1959.
7. Attending District meetings of Future Homemakers of America. (Took college students.)

Professional Assignments

Vice Chairman of Research for Pacific Region Research of American Vocational Association.

Conference Program Planning Committee for ASCD.

McQuesten, I.

Administration

1. Television Committee, School of Home Economics.
2. Public Relations Committee, School of Home Economics.
3. Committee to Revise Student Teaching Handbook--School of Education.
4. Sabbatical Leave Committee--AAUP.
5. Arrangements for Summer School Workshop on Interpreting Homemaking Education.
6. Assembled information needed for AACTE study.

Advising

Thirty students--Junior and Senior Home Economics students who are preparing to teach.

Twelve students (juniors) who were planning to do planned home experiences in the summer.

Research

Served as consultant for Adult Homemaking Education Project. Cosponsored by the State Division of Vocational Education and OSC School of Education--Home Economics Education.

Conferred approximately three hours per week on project. Mrs. Estora Moe. Miss Bertha Kohlhagen, State Supervisor of Home Economics Education.

Preparation of Summary and report of project for State Division of Vocational Education. (Summer 1959)

Public Service

1. Radio Programs--2-15 minutes.

2 Television program--1-15 minutes. This is Home Economics. Cooperation with Jefferson High School Chapter of Future Homemakers of America.

3. Emphasizing Teen-age Consumer.

4. Consultant to Steering Committee of Oregon Homemaking Teachers.

5. Arrangements for State Meeting of Future Homemakers of America.

6. Attending District Meetings of Future Homemakers of America. (Take college students.)

7. Conference leader for one day at State Homemaking Teachers Conference, June, 1959.

Professional Assignments

1. Vice-chairman--Elementary, Secondary, Adult Section of American Home Economics Association.
2. Chairman of College and University Section of Oregon Home Economics Association.
3. OHEA Executive Council.
4. Program Chairman of Delta Kappa Gamma (Kappa Chapter).
5. State Scholarship Committee, Delta Kappa Gamma. (Oregon)

* * * * * * * * *

Wohlgenant, J.

Administration

1. Awards Committee--School of Home Economics.
2. Home Management House Committee--School of Home Economics.
3. Preparation of reports and student teaching program.

Advising

Thirty students in School of Home Economics (Juniors and Seniors).

President and officers of Oregon College Home Economics Clubs (OHEA).

Research

None

Public Service

1. Member of State Advisory Board of Future Homemakers of America.
2. Attending District Meetings of Future Homemakers of America. (Take college students.)
3. Member of Executive Council of OHEA. (State Advisor of College Student Clubs.)
4. Assisted at State Conference for Homemaking Teachers (June, 1959).

Professional Assignments

1. Special Recruitment Committee (OHEA)

OTHER RESPONSIBILITIES

Shared by Staff

1. Returning to campus on September 2 to work on plans and make detailed arrangements for student teaching centers and cooperating teachers.
2. Maintaining exhibits and displays in cases and on bulletin boards in hallways and classrooms.
3. Ordering library books, bulletins and other teaching aids and materials.
4. Upkeep of curriculum workshop in Room 18 H.E. and materials in Rooms 19 and 21.
5. Corresponding and consulting with former and prospective students making requests for materials, questions relative to certification and further study.
6. Planning and conducting a session for cooperating teachers at least once each year.
7. Working with state staff on revision of the State Plan for Vocational Education.

8. Working with state supervisory staff to make program plans for the year and make arrangements for responsibilities and cooperative plans.

9. Providing information and data for the State Supervisor to use in preparation of State Descriptive Report to the U. S. Office of Education.

10. Preparing annual report on supervised student teaching program for the Director of Student Teaching.

11. Arranging for interviews of state supervisor staff and the seniors planning to teach in Oregon.

12. Writing at least two recommendations for each student preparing to teach homemaking. This is completed each term for those who are doing student teaching that term.

13. Talking to the Orientation class of the School of Home Economics (Introduction to Home Economics) on homemaking teaching as a career opportunity.

14. Serving as "hostess" from the Department at teas, open houses, and tours of the Home Economics Building.

15. Dr. DuBois and Miss McQuesten serve on graduate committees for master's candidates.

16. Conferring with the Placement Director on matters relative to homemaking vacancies and applicants for positions.

   b. Faculty-student load expressed by determining the ratio of number of full-time students to equivalent of full-time staff members. (Ratio for the average institution is 13 to 1.)

      (1) It is not possible to determine an accurate faculty-student ratio for as small a unit as the Home Economics Education Department; however, the following shows a rough estimate.

      Student teachers take the following courses:

Ed 408d	3 credits
Ed 407	1 credit
Ed 416	9 credits
HEd 440	3 credits
HEd 422	3 credits
	19

In 1959 there were 59 student teachers, in 1958 there were 60. Each staff had 20 students who took 19 credits. A normal load for a student is 16 credits. This faculty student load does not include those students who took graduate work and Ed 200.

Instruction

I. Provisions for the improvement of instruction:

A. Means employed in determining instructional competence of faculty staff members.

1. Care in hiring staff members.

2. Observation of them.

3. Conferences with staff and students.

4. Self evaluation of staff.

    a. Collection of data on alumnae's opinions of specific classes and student teaching and of preparation for teaching. (Representative reports are available in the Home Economics Education Department files.)

B. Program for assisting your instructor to grow in competence.

1. Self-evaluation of the department is inrooted philosophy.

2. Since there have been two comprehensive evaluations prior to this one, self-evaluation has had to be continuous. (Anderson Survey of Teacher Education, Flesher Survey of Vocational Education.) The Flesher Survey may be useful to the present surveyors. (Copies available in the Home Economics Education Department.)

3. Encourage using new methods, new materials.

4. Liberal allowances are available for library materials, for pamphlets, bulletins, filmstrips, and other audio-visual materials for student and class use.

5. Audio-visual equipment is available within the department.

6. The campus teaching improvement program includes:

    a. Blue Key teacher evaluation form.

b. Committee on improvement of teaching provides periodic campus programs, bringing speakers and organizing discussion groups.

c. Graduate minor on the college and university teaching was organized to stimulate the improvement of teaching.

d. Faculty day was also first organized for the same purpose.

e. The magazine on the Improving of College & University Teaching was also originated for the same purpose. (Copies on file in Home Economics Education Department.)

7. The annual student teacher reports to the Director of Student Teaching also show the yearly efforts to improve instruction. (Copies on file in the Home Economics Education Department.)

C. Studies made within the division of teaching procedures, marks, or other problems relating to improvement of instruction. No formal studies.

D. Whether course outlines and analyses are prepared and available for faculty members.

1. Course outlines are available but are reviewed and evaluated annually so that they are current.

II. Provision for improving student achievement.

A. What has been done to adapt curriculum and instruction to differential abilities?

1. Student teaching is necessarily an individualized experience.

2. HEd 407 Seminar: Planned Home Experiences and HEd 507 Problems of Beginning Teachers provide an opportunity for students to do individualized work.

3. The entire Teacher Selection Program is set up with minimum requirements and then provides many opportunities for meeting individual differences. It is given on the following pages.

Selection Program for Homemaking Teachers

Before the student is admitted to student teaching, in addition to meeting the course requirements, she will be expected to:

A. Visit and participate in a high school homemaking program.

1. Each potential homemaking teacher will be expected to visit and participate in a high school homemaking program for at least three school days.
2. Such visiting should be done before taking Ed 408d if possible.
3. This experience may be carried on in her home high school, before school in the fall, at Christmas vacation, or at spring vacation.
4. A variety of experiences in the homemaking department, school office, library or dean of girls' office is desirable.

B. Plan, carry out and evaluate some participation and leadership in a community project, a youth activity, or an adult education class.

(Planned for future. Not presently being carried on.)

1. A student may choose to help with a 4-H summer school, a summer recreation program for children or adults, teach a Sunday School Class, help with her home town FHA chapter, the state FHA meeting here on the campus, help teach an adult group. (Usually in selection programs a set number of hours is required in work with youth groups, e.g. 50 hours. We probably will come to this, but at present we probably will start very slowly.)
2. The student will be given guides to direct learning about people and about working with people and to direct the reporting of the experiences.
3. The student will visit at least three elementary classes after having had directed college-class experiences on developing Home and Family experiences at all levels.

C. Plan and show progress in a personal improvement program.

1. In Field Experience - Ed 200 - Home Economics - each student will make a self-analysis and plan ways to improve.

2. The plan will include:

   a. Title

   b. What you expect to learn

   c. How you expect to carry out this project

   d. What resources you expect to use

   e. How you expect to evaluate the project

   f. How you expect to report on the results

D. Plan, carry out, and report on a home experience

1. Suggestions for selection:

   a. The home projects should be in an area of homemaking in which the student feels less competent.

   b. Home project should involve management of time, money, energy, and/or people.

2. Illustrations:

   a. Complete Management of our home for a month.

   b. Planning for and preserving the family food supply.

   c. Assuming major responsibility for a three-year-old for a month.

3. Procedure:

   a. Before the student begins the project she needs to submit a plan of what she expects to do so that it may be approved by a member of the Home Economics Education staff.

   b. Plan includes:

      (1) Title

      (2) What you expect to learn

      (3) How you expect to carry out this project

      (4) What resources you expect to use

(5) How you expect to evaluate the project

(6) How you expect to report on the results

Before a person is qualified for student teaching, she needs:

A. To have a 2.5 GPA in Home Economics courses.

B. To show that she is working toward a teaching norm or minor in another subject matter area.

C. In order to help the Home Economics Education staff devote more time to teaching and less to advising, and to help all Home Economics staff understand teacher education better, a different advising system was initiated.

Until 1958, the Home Economics Education Department had students planning to prepare for teaching transferred to them for advising the spring term of their sophomore year. This meant that the three staff members would have 40-50 percent of the seniors in the School of Home Economics, 40-50 percent of the junior class, and spring term 25-30 percent of the sophomore class. All transfers planning to teach were given this department regardless of their class. Besides these, there were the School of Education advisees. Finally, graduate students who had been teachers regardless of their majors, and indecisive students who needed guidance and/or information make up an uncounted group. The three staff in Home Economics Education had at least one-fourth of the students in the School of Home Economics as advisees.

At present the Department has 40 transfer students from the School of Home Economics and 9 students in the School of Education. But they serve as consultants to the staff of the School of Home Economics, prepare directives for them, and have periodic adviser meetings. They have helped the following number of students plan programs of teacher education and through the teacher selection program are keeping track of them.

(1) Seniors 64

(2) Juniors 69

(3) Sophomores 33

(4) Freshmen 8

D. Rewards for high scholarship:

   1. Opportunity for membership in Omicron Nu, Kappa Delta Pi and Phi Kappa Phi as well as other college honoraries.

   2. There are many scholarships and awards in the School of Home Economics for which potential teachers in Home Economics are eligible.

E. Any objective evidence to show how its students compare in scholarship with similar students in other divisions.

   1. No objective evidence.

F. Percentage of students dropped from this division for poor scholarship during the past academic year. What disciplinary measures were employed?

   1. Students may not do student teaching until they have a 2.5 GPA in Home Economics. No percentage is available.

G. Percentage not dropped but otherwise disciplined for poor scholarship during the past academic year. What disciplinary measures were employed?

   1. Same as above. Young women are directed to professions other than teaching Home Economics.

H. Steps taken to promote the development of student leaders.

   1. One example is the use of leader teams for discussions on specific aspects of the course, Homemaking Education in the Community High School (HEd 440). Individual reports, individual projects which center on various aspects of adult education and assisting in adult classes in homemaking help to develop leadership which seems to help young women desire to be adult leaders in their local communities.

PERSONAL DATA SHEET

Name: DuBois, May

Date and Place of Birth: September 16, 1909; Denver, Colorado

Training:

Institution	Place	Degree	Date	Minor	Major
High School	Ft. Collins, Colorado		1927		
Colo. St. U.	Ft. Collins, Colorado	B.S.	1931	Home Ec. Ed.	Home Ec.

Post College

Colorado St. U.	Colorado	M.S.	1939	Home Ec.	Home Ec. Ed.
Oregon St. Col.	Corvallis, Ore.				
Post summer session			1940		
Occasional courses					
U. of So. Calif.					
Summer session			1944		
Ohio St. U.		Ph.D	1951		

Teaching Experience:

Dates	Place	Position
1958-1939	Oregon State College	Home Economics Education
1948	Utah State College	Summer Session
1939-1937	Fort Collins H. S., Colo.	Homemaking Teacher & Supervisor
1937-1935	Sterling H.S., Colorado	Homemaking Teacher
1935-1933	Del Norte, Colo. H.S.	Homemaking Teacher
1932-1931	Loveland, Colo. H. S.	Homemaking Teacher

Organizations (professional):

American Home Economics Association
Oregon Home Economics Association
American Vocational Association
Assoc. of Supervision & Curriculum Development
Home Economics Section of N. E. A.
Omicron Nu
Phi Kappa Phi

AAUP
Kappa Delta Pi
O.S.E.A.

Publications:

A magazine article on Evaluation in What's New in Home Economics. (1940)

Assisted in preparation of teaching materials for in-service and pre-service home economics teachers.

Have portions of a Home Economics Education textbook which Miss Isabella McQuesten and I as co-authors are using experimentally in our classes.

PERSONAL DATA SHEET

Name: McQuesten, Isabella F.

Date and Place of Birth: May 4, 1910; Phoenix, Arizona

Training:

Institution	Degree	Date	Major	Minor
Phoenix Union H.S.		1928	Liberal Arts	
University of Ariz.	B.S.	1932	Home Economics	Education
Oregon State College	M.S.	1940	Home Econ. Educ.	Fam. Life & Foods
U. of Ariz. Summer Session		1934		
Cornell U. Summer Session		1936		
Ore. St. Col. Summer Session		1937,1938,1939 - Graduate program		
Iowa St. College Summer Session		1951	Home Economics Educ.	

Teaching and related experience:

1958	Associate Professor, Home Economics Education, Oregon State College
1957	Lead State Homemaking Teacher's Conference in California
1952	Lead State Homemaking Teacher's Conference in Arizona
	Have taught in Summer School at Oregon State College, 1949, 1950, 1952, 1953, 1955, 1957
	Have assisted in leadership of State Conferences for Oregon Homemaking teachers since coming to Oregon
1948	Taught in Summer School at Simmons College, Boston, Mass.
1948	Coordinator of Homemaking Education, State Department of Vocational Education, Phoenix, Arizona (Supervision)
1943	Assistant Teacher Educator in Home Economics Education at University of Arizona, Tucson, Arizona
1939	Homemaking Teacher at Phoenix Union High School, Phoenix, Arizona
1933	Homemaking Teacher at Patagonia H. S., Patagonia, Arizona

Organizations (professional):

AAUP
Delta Kappa Gamma
American Adult Education Association
National Association of Public School Adult Educators
American Vocational Association
Oregon Vocational Association
American Home Economics Association
Oregon Home Economics Association
Home Economics Education Section of N.E.A.
Kappa Delta Pi
Omicron Nu
Oregon State College Chapter of A.S.E.A.

Publications:

Magazine articles for *Practical Home Economics* to help home economics teachers do a more effective job.

Assisted in the preparation of a U.S. Office of Education publication (1958), *Homemaking Education Programs for Adults*.

Assisted in the preparation of Teaching Materials for in-service and pre-service home economics teachers.

Have portions of a Home Economics Education textbook which Miss May DuBois and I as co-authors are using experimentally in our classes.

PERSONAL DATA SHEET

Name: Wohlgenant, Joane S.

Date and Place of Birth: December 30, 1925; Miles City, Montana

Training:

Institution	Place	Degree or Diploma	Date	Major	Minor
Custer Co. H. S.	Miles City, Mont.	Diploma	1944		
Montana St. College	Bozeman, Montana	B. S.	1948	Home Ec.	Biology (Teach. Minor)
Colorado St. U.	Ft. Collins, Colo.	M.Ed.	1956	Home Ec. Ed.	None

Teaching Experience:

1959 Summer	University of British Columbia, Canada, teaching Home Economics Education courses.
1958-1956	Oregon State College, School of Education
1956-1950	Public Schools, Helena, Montana Homemaking instructor and Head of the department, Supervising teacher
1950-1948	Public School, Sydney, Montana Homemaking teacher

Organizations:

Oregon Home Economics Association
American Home Economics Association
Oregon Vocational Association
American Vocational Association
American Association of University Professors
Home Economics Section, National Education Association

Publications:

Assist with department materials for supervising teachers.

DEPARTMENT OF INDUSTRIAL EDUCATION

Jointly with the Department of Industrial Engineering and Industrial Arts (School of Engineering) the Department of Industrial Education prepares teachers and supervisors in industrial-arts education and in trade and industrial (Smith-Hughes vocational) education. While the department is organized as a part of the School of Education, and offers no technical courses or curricula of its own, it makes use of such courses in other schools and departments as serve its needs. Special attention is called to the joint administration of curricula for teacher training in industrial-arts education and in vocational trade and industrial education. The Department of Industrial Engineering and Industrial Arts is responsible for the technical training, while the Department of Industrial Education (School of Education) is responsible for the professional curriculum and for the teacher-education courses and applied teaching methods. The preparation for vocational teachers in trade and industrial education is carried on cooperatively with the State Department of Vocational Education, Salem.

The Curriculum

1. Scope and Content of the Industrial Arts Teacher Education Program

The curriculum for industrial arts teacher-education was arrived at by a careful analysis of the services expected of competent industrial arts teachers, as determined by survey of the functions of such teachers in the secondary schools of the Pacific Slope, and of selected Midwest States, where such programs have been more fully developed; also by a study of certification requirements of the Pacific Coast

States. The scope and content of the program can possibly be shown most effectively by reference to the attached charts or curriculum diagrams.

The teaching content courses are within the upper portion of the diagrams, with approximately 75 term hours in the technical phases of the program most commonly required of qualified industrial arts teachers. These courses are so arranged that they can have two major areas in depth and several related areas for breadth of content.

Two major areas are represented by the two curricular diagrams--one with emphasis in the metals area; the other with emphasis in the woodworking area. Each candidate selects one of these areas for major emphasis.

Note that neither emphasis entirely excludes the other. In other words, the man who chooses a metals emphasis will receive enough instruction in woodworking technology that he may serve adequately in elementary woodworking subjects during the initial years of his teaching program -- because experience shows that initial teaching is often in a small school with a "general shop" approach and with facilities so limited that some knowledge of both areas will likely be required.

The second group in each curricular diagram emphasizes professional courses for industrial arts teacher-education. In the left margin, it is labeled "psychology and education." The minimum of 36 hours includes both "general" and "special" teaching methods, organization of course outlines for industrial arts, and supervised (student) teaching. Courses in this group are a professional function of the School of Education.

The technical-content courses (upper areas of each curricular diagram), are provided by the School of Engineering, designed especially for the program of industrial-arts teacher-education. Note that the basic core of technical work, commonly covered by the term "shop work," is carried under the designation of "industrial engineering" (IE), and that related technical content courses (designed also for industrial-arts teacher-education majors), are provided by the departments of General Engineering (drawing); Art and Architecture (basic industrial arts design and house planning); and by such others as will contribute to the program. For example, courses in automotive mechanics (Agricultural Engineering Dept.), radio and electronics (Electrical Engineering or Physics), may be used as technical electives in accordance with the individual student's objectives. In cases of well-defined and highly specific objectives, a given individual may include more in one or another of these categories than the "technical elective" spaces of the diagram (or curriculum) will provide. If the individual wishes to narrow his employment opportunity to a given field--automotive, for example--by personal advisement with his staff counselor he may be permitted a limited substitution of automotive subjects (from Agricultural and/or Mechanical Engineering) in lieu of some of the specified subjects that would have only an indirect connection with the needs of an auto-mechanics teacher. To follow this example more fully, one wishing to prepare for an automotive teaching credential (so designated in some states) would be allowed to substitute upper-division courses in automotive instruction

STUDENT______________ INDUSTRIAL ARTS EDUCATION MINOR______________

Metals Emphasis

	FRESHMAN			SOPHOMORE			JUNIOR			SENIOR		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Basic Technology & Related Arts 75	Pattern Making IE 111	Methods In Woodworking IE 112	IE 113	MT Maint IE 225	MT Maint IE 265	Carp. IE 333	Foundry IE 340	F & Wld IE 350	Mach. Tool IE 360	Millwork IE 311	Wd. & Met Finishing IE 316	Student teaching (12)
	Foundry IE 140	Forging & Weld. IE 150	Machine Tool Lab. IE 160	I.A. Drawing AA 281	I. A. Design AA 282	Applied Design AA 283	Basic Elect. IE 370	Sheet Metal IE 380	Metal Craft IE 387	Stage Craft Sp 244	*	
	Engineering Drawing GE 111	GE 112	GE 113	House Planning & Arch. AA 178	Drawing AA 179			*Technical Electives				
Psychology & Education 36	→			Ed 200	Psychology Psy 201	Psy 202	School In Educ. Am. Life Ed 310	Psych. Ed 312	Reading Methods Ed 350	Special Sec. Mtd. Ed 408e	I.A. Organ. IEd 420	
Physical & Social Sciences 45	Physical Science Survey GS 104	GS 105	GS 106	Int. Algebra Mth 100	(Math or Science Electives)		History of American Civ. Hst 224	Hst 225	Hst 226	History of P.N.W. Hst 478		R & C IEd 405
Written & Oral Expression 12	English Composition Wr 111	Wr 112	Wr 113				Speech Sp 111	(Social Science Electives)			Human Develop. Psy 311	
12 P.E & M.S. Electives 12	P.E. M.S.						**(Teaching Minor Electives)**					
192	17	17	17	16	18	18	18	18	15	15	14	14

**(See OSC catalog "Teaching Majors & Minors in High School fields.)

STUDENT________________ INDUSTRIAL ARTS EDUCATION MINOR________________

Wood Emphasis

	FRESHMAN			SOPHOMORE			JUNIOR			SENIOR		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Basic Technology & Related Art 75	Pattern Making IE 111	Methods In Woodworking IE 112	IE 113	Wd. Turn. IE 220	MT Maint IE 225	Millwork IE 311	Carp & Build. IE 333	Wood & Mat.Fin. IE 316	Applied Elect. IE 370	Sheet Metal IE 380	Metal Craft IE 387	Student Teaching Ed 416 (12)
	Foundry IE 140	Forging & Weld. IE 150	Mach. Tool Pr. IE 160	I. A. Drawing AA 281	I. A. Design AA 282	Applied Design AA 283	IE 312	Furniture IE 313	Constr. IE 314	Stage Craft Sp 244	*	
	Engineering Drawing GE 111	GE 112	GE 113	House Planning & Arch. Drawing AA 178	AA 179	*						
Psychology & Education 36	→			Ed 200	Psychology Psy 201	Psy 202	School In Am. Life Ed 310	Educ. Psych. Ed 312	Reading Methods ED 350	Special Sec. Mtd. Ed 408e	I. A. Organ. IEd 420	
Physical & Social Sciences 45	Physical Science Survey GS 104	GS 105	GS 106	Inter. Algebra Mth 100	(Math or Science Electives)		History of American Civ. HST 224	HST 225	HST 226	History of P.N.W. HST 478		R & C IEd 405
Written & Oral Expression 12	English Composition Wr 111	Wr 112	Wr 113				Speech Sp 111	Social Science Electives			Human Develop. Psy 311	
P.E. & M.S. 12	P.E. M.S.											
Electives 12							**Teaching Minor Electives**					
192	17	17	17	16	17	17	17	17	14	15	14	14

**(See OSC catalog "Teaching Majors & Minors in High School fields".)

(AE 312, 313, 314) in lieu of IE 387 and Speech 244, thus affording an opportunity for the 9-credit sequence of automotive mechanics to be allocated in spaces previously earmarked for "technical electives and the 2 subjects "substituted for."

Lower areas of the curricular diagrams cover general college requirements, functional alike for all teachers and all bachelor's degree candidates. These are covered by the general group headings of physical and social science, 45 hours; (Wr. 111, 2, 113 and Speech 111), physical education, defense education, and *electives for teaching minor*.

Industrial arts teacher-education candidates have found more consistent placement opportunities when their major interests are related to minors in mathematics, or physical science, or general science, or biological science.

The ease of placement corresponds largely with the order listed for these minors. Other minors are available, including speech and dramatics, art and design, social studies, English. These, however, are seldom of advantage to the individual for placement purposes and are not often selected by industrial arts majors. An exception to this is the considerable number who select art and design as a minor. While this combination is closely related to the industrial arts preparation, and definitely strengthens the major field, seldom will a small school (where the teacher is called upon to serve in his minor as well as in his major) be able to offer both industrial-arts and art subjects.

2. Courses Offered During the Current Year

All subjects specified in the curricular requirements, as set forth in the 1959-60 catalog and as shown in the attached curricular diagrams, are offered during the current year and every year.

Some of the elective subjects may be offered less frequently than every year, particularly those that are available in the summer session only. In the catalog, for example, IE 320 Boat Design and Construction 3 hours; IE 388 Lapidary Techniques & Processes 2 hours; IE 412 Driver Education and Training (G) 3 hours, are offered only in summer sessions. The latter course -- IE 412 Driver Education Training has been transferred to the Physical Education Department. It will appear in the 1960-61 catalog under that designation, with a new number. Also, certain seminars and "workshops" are available in the summer session, sometimes on an alternate summer schedule and sometimes in successive summers -- but for the most part these are at graduate level.

3. Number of Students Majoring in Various Categories -- Undergraduate and Graduate -- for Industrial Arts Teacher Education

Category	Academic Year	Summer Session
(a) B.S. Degree -- I.A.Ed. majors		
Freshman	10	2
Sophomore	12*	3
Junior	18	3
Senior	24	5

---

*These figures falsely indicate a decreasing enrollment. This pattern has been normal for at least eight years, during which total enrollment has grown slowly. Transfer students -- from other departments at the Oregon State College campus and from other colleges -- increase each successive class.

3. Number of Students in Various Categories -- Continued.

Category	Academic Year	Summer Session
(b) B.S. Degree -- T & IEd. majors		
Sophomores	14 part-time	20
Juniors	0	8
Seniors	4 part-time	4
	(All of the above are extramural or in extension classes.)	
(c) Graduate		
I. A. Ed.	6	100-110
T & I Ed.	2 part-time	10

4. Use made of Student Initiative and Reactions in Affecting Curriculum Modifications

Within the latitude permitted by certification requirements (which are relatively tight in several instances), student reactions are given careful consideration in course and curriculum modifications. Please note also that the curriculum pattern (point #1 above) allows choice of major emphasis within the technical-subject areas of industrial arts, as well as for the selection of individual electives within both the technical major and the teaching minor.

It would be difficult to point out the specific curriculum changes which have been made through the past as a result of student initiative, but student reactions have influenced the changes in almost the same degree as periodic surveys within the secondary school field. The more notable changes in the past several years have been: (a) gradual growth of a craft emphasis, reflecting leisure time objectives, aesthetic design, and creative skills; (b) an increasing emphasis on the "general shop" approach in the field, as reported by summer session students.

Special "workshops" for mature teachers, conferences with selected individuals, are especially valuable in reflecting the trends within public secondary schools covering wide geographic areas. These conferences are attended by experienced teachers from each of the Western States, and from a number of the Midwest States -- average 20 states and at least two Canadian Provinces each summer.

Instructional Staff

1. Personnel

Members of the faculty of the Industrial Arts Teacher-Education Program are listed herewith in two categories:

(a) Those devoting full- or part-time to the professional courses listed in the catalog as "Industrial Education" and whose salary is carried on the School of Education roster in proportion to the full- or part-time service in that department.

(b) Members of the faculty serving the same general group function (I. A. Ed.), devoting full- or part-time service in the technical-content area and receiving their salaries through the School of Engineering.

A. Professional Staff, Industrial Arts Education, School of Education.

Ainsworth, Chester B., (Dr. of Education). Associate Professor, 1.00 f.t.e. -- in charge of industrial-arts methods courses, organization, history and philosophy, and student teaching.

Cannon, Gerald O., (Dr. of Education). Assistant Professor, 1.00 f.t.e. -- in charge of Trade & Industrial Education subjects. Cooperatively employed by Oregon State College and the State Department of Vocational Education. Extramural and extension courses for in-service training during the academic year; resident instruction during the summer session.

*Cox, George B., (Master of Science). Professor, 0.50 f.t.e. School of Education. Head, Department of Industrial Education and major adviser for the industrial arts teacher-education program.

*Smith, Earl E., (Master of Education). Assistant Professor, 0.50 f.t.e. School of Education. In charge of audio-visual education courses.

B. Technology (technical content) Staff, industrial arts teacher-education program. School of Engineering.

*Cox, George B., (M.S. Degree). Professor, 0.50 f.t.e. School of Engineering. Head, Department of Industrial Engineering and Industrial Arts, School of Engineering. Responsible also for instruction in IE 370 Applied Electricity, and IE 511 School Shop Planning.

Frazier, Lloyd M., (M.S. Degree). Associate Professor, approximately 0.15 f.t.e. for industrial arts technical courses. In charge of cast metals work, for industrial arts education, production technology, and industrial engineering programs.

Hoeye, Wyman D., (M.S. Degree). Assistant Professor, 0.50 f.t.e. in industrial-arts technical courses. In charge of woodworking technology -- furniture design and construction, millworking, general crafts -- for both Industrial Arts Teacher-Education and Production Technology.

Johnson, Martin F., Assistant Professor, 0.50 f.t.e. in industrial arts courses. Senior adviser for advanced craft work, millwork, furniture construction.

LaBaun, George B., (M.S. Degree). Instructor, 0.20 f.t.e. in industrial arts subjects. Major adviser for Production Technology, Building Construction option; also responsible for architecture and building construction in the industrial arts group.

Love, L. Carl, (B.S. Degree). Instructor, 0.10 f.t.e. in industrial arts subjects. Basic courses in forging, welding, heat treating, for Industrial Arts Education; also for Production Technology.

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*These staff members serve both the professional and the technical subject areas for Industrial Education. Others in Group "B" for whom fractional f.t.e. is shown for I. A. service devote balance of time to Engineering and Production Technology.

Robley, Asa A., (M.S. Degree). Associate Professor, 0.20 f.t.e. in industrial arts subjects. Adviser for both Industrial Education and Production Technology majors in the general-metals emphasis; also responsible for summer session "workshop" courses in the general-metals area.

*Smith, Earl E., (M. Ed. Degree). Assistant Professor, 0.50 f.t.e. in industrial arts technical subjects. Responsible for sheet-metal work, and metalcraft courses.

Williamson, Russell W., (M. S. Degree). Associate Professor, 0.30 f.t.e. in industrial arts subjects. Responsible for industrial arts applications in the machine tool laboratory, and selected phases of the "general metals" program; also for tool and die design in the production technology program.

Wilson, Robert C., (M. Ed. Degree). Assistant Professor, 0.50 f.t.e. in industrial arts subjects. Responsible for basic woodworking subjects, machine and tool maintenance courses, patternmaking and wood-finishing courses.

2. Selection, Promotion and Dismissal of Staff

a. Selection of staff, for both the professional and the technical phases of the overall program for industrial education is first a responsibility of the Department Head. Specification sheets are circulated -- usually on a "still hunt" basis, seeking qualified candidates from the placement offices and/or informed staff members at selected schools. For example, procedure used recently in a search for qualified candidates for a strategic position might be of interest. Personal telephone calls were made to heads of Industrial Education Departments at the University of Minnesota, University of Illinois, University of Missouri (schools selected because previous contacts proved their appraisals to be valid), placing before these Department Heads the full understanding of the nature of the position, the subjects and services for which the appointee would be responsible, the rank and salary range, the probable future at O.S.C. with reference to promotion, and other pertinent points. Credentials came from Minnesota covering two candidates; Illinois, three; Missouri, six, -- all without knowledge of any of the men referred to us.

Following a review of credentials, candidates were ranked in order of probable value and reported to the Dean for clarification and discussion. The candidate in first rank was subsequently unavailable; we were out-bid by his employer -- the University of Missouri. The candidate in second rank was screened further, contacted in person, and appointed to the position. (Dr. Chester B. Ainsworth, listed on previous page.)

b. In all cases in which candidates must work closely with other persons already on the staff, those persons are consulted in drawing up staff specifications and kept informed prior to closing the appointment. While the Dean holds the Department Head initially and finally responsible in making a selection, the recommendations must pass through the Dean and then to the President. All such recommendations by this office are accompanied by a statement of the candidate's qualifications and the specific reasons for his selection.

c. Dismissal of a faculty member within the industrial arts - industrial education program is again the initial responsibility of the Department Head. Recommendations covering all circumstances bearing upon the case are forwarded to the Dean -- only after preliminary discussion with both the staff member and the Dean. No dismissal in industrial education has been necessary in the past 32 years (tenure of office of the present department head), but one dismissal and three refusals to renew appointments have occurred within the faculty of the Industrial Arts Technology group.

Instruction

1. Provisions for the Improvement of Instruction

   a. Special library facilities -- reasonably complete, although suitable material is difficult to obtain in some categories. Funds have not always been adequate.

   b. Laboratory facilities for faculty research. -- Adequate.

   c. Opportunity to visit classes. Staff members are not only given the opportunity but are encouraged to visit other classes, both at the college level and in the public schools of the state. Field trips with certain classes, both professional and technical, are encouraged. Classes visit other schools in connection with particular problems in observation, methods courses, school-shop planning and organization. Travel reimbursement is allowed faculty members for all such visitations and field trips.

   d. Counsel of specialists from outside institutions. Much the same purpose as implied by this heading is available at minimum cost, by employment of highly-ranked specialists as visiting members of the summer session staff. Also the U. S. Office of Education Specialists in Industrial Arts has been brought to the campus on two occasions. Regional meetings are held occasionally. Summer conferences (as reported under "*curriculum*") also are useful.

f. *Assembling of alumni data*. Two overall follow-up studies of industrial arts teaching alumni have been made. A third survey will be attempted within a year. The first of these was made in 1940, the second in 1950.

g,h,i. *Self-evaluation and staff evaluation*. Constantly practiced (in varying degrees) through evaluation forms provided by Oregon State College. Students may objectively evaluate the effectiveness of instructors. Instructors are encouraged to visit classes, hold frank discussions, particularly between members of our staff responsible for work of similar nature. Individual and group conferences, including department seminars on the overall problems of curriculum and course revision, are a regular procedure.

k. *Availability of audio-visual aids.* Appropriate audio-visual materials are available from four principal sources, as follows:

(1) Department produced -- Effective motion picture teaching aids have been produced by members of the staff, in the following fields:

- (a) Machine shop operations -- the lathe
- (b) Heat treating of tool steel
- (c) Oxy-acetylene welding
- (d) Internal carving of plastics
- (e) Metal-spinning operations
- (f) Metal-casting operations
- (g) Several collections of Kodachrome slides, where motion is not essential and color is advantageous. These cover several phases of design, furniture construction, and related areas.

(2) *Department owned* motion pictures, selected from teaching films sponsored by the U.S. Office of Education and purchased from producer. The department owns 15 such films, mostly in the field of machine tool operations, foundry processes, patternmaking, basic electricity and electric welding.

(3) *Selected Industrial films*, scheduled far in advance and shown at the time they are most appropriate for student needs.

(4) Films secured through the state-owned audio visual materials, from Audio-Visual Film Library, housed on the Oregon State College campus.

PERSONAL DATA SHEET

Name: Ainsworth, Chester Boyd

Date and Place of Birth: June 18, 1918; Worland, Wyoming

Training:

Fullerton Junior College, Fullerton, California (1936-39)
John Brown Univ., Siloam Springs, Ark. (1939-41) B.S. (Major-Mech. Eng.)
Okla. St. Univ., Stillwater, Okla. (1946-47) M.S. (Major-Ind. Arts Ed.)
Bradley Univ., Peoria, Ill. (33 hrs. Graduate work)
Univ. of Missouri, Columbia, Missouri (1956) Ed.D (Major-Ind. Arts Ed.)
Dissertation: "Relation of Industrial Arts Instruction to Practices Followed by Adults in the Selection, Care, and Use of Tools."

Teaching and Related Experience:

Instructor of Industrial Arts at I.O.O.F. Home High School, Corsicana, Texas, one semester, September 1941 to January 1942.

Instructor in Army Air Force Technical Training Command, Chanute Field, Rantoul, Illinois and Sheppard Field, Wichita Falls, Texas, January 1942 to March 1943. (Civil Service)

Aircraft Maintenance Officer, USAAF, March 1943 to January 1946; separated with rank of Captain (US and Pacific theaters of operation).

Instructor of Industrial Arts, General Metal Shop, Bristow High School and Junior College, Bristow, Oklahoma, one year, 1946-1947.

Associate Professor of Industrial Education, Arkansas State Teachers College, Conway, Arkansas, 1947-1954, seven years.

Assistant Instructor of Mechanical Engineering, University of Missouri, 1954-1956.

Associate Professor of Industrial Education, Sul Ross College, Alpine, Texas, summer 1956.

Assistant Professor of Industrial Education, East Texas State College, Commerce, Texas, 1956-1959, three years.

Associate Professor of Industrial Arts Education, Oregon State College, Corvallis, Oregon, 1959.

Organizations (professional)

AIAA, NCIATE, Phi Delta Kappa, OIAA, Iota Lambda Sigma

Publications:

"The Status of Industrial Arts in Arkansas Schools," Arkansas Journal of Education, May 1952.

PERSONAL DATA SHEET

Name: Cox, George B.

Date and Place of Birth: September 24, 1896; New Franklin, Missouri

Education:

High School, New Franklin, Missouri
B. S. in Engg., University of Missouri, 1919
Graduate Study, part-time, U. of Wisconsin 1923-1926
Graduate Study, part-time. Oregon State College 1932-1940
M. S. in Education, Oregon State College, 1940

Practical Experience:

1915-16-17 Summers	Automotive Servicing
1924-25-26 Summers	Building Construction

Teaching Experience:

1916-1918	University of Missouri, Student Assistant
1918-1919	University of Missouri, Instructor in Industrial Arts
1919-1920	Orange, Texas, Public Schools, Head of Ind. Arts Dept.
1920 (Summer)	University of Illinois, Special Lecturer
1920-1921	Sam Houston State Teachers College, Huntsville, Texas, Associate Professor of Industrial Arts
1921-1927	University of Wisconsin, Asst. Professor of Ind. Arts
1927	Professor and Department Head, Oregon State College, Department of Ind. Arts and Industrial Engineering

Organizations:

Phi Delta Kappa, Phi Chapter -- 1926
Industrial Arts Advisory Board, Amer. Vocational Assn., 1932-35
Awarded Laureat Membership in Epsilon Pi Tau, 1935; Honorary Membership - 1950
Member, Board of Directors, National Industrial Teacher-Trainers Assn., 1940; Vice President, 1941, Board member 1950-52
Member, Industrial Arts Policies & Planning Committee, AVA, 1949-52
Member, American Industrial Arts Association
Member, Oregon Education Association
Member National Education Association
Member American Association School Adm.
Member, American Society for Engineering Education

Publications:

"Methods and Materials of Inst. in H. S. Manual Arts Courses"
U. S. Bureau of Education
Ind. Ed. Circular #22, 1924.

"Organization and Administration in the School Shop"
Ind. Ed. Magazine, Vol. XXIX, No. 10, April 1926.

"Organization and Administration in the School Shop"
Ind. Ed. Magazine, Vol. XXX, No. 10, April 1927.

"Industrial Shop Administration"
Oregon State Technical Record, Vol. 5, No. 4, May 1928.

"Welding Courses in Engineering Schools"
Welding Magazine, Vol. 1, No. 3, January 1930.

"An Instruction Sheet on Nailing"
Ind. Ed. Magazine, Vol. XXXII, No 4, October 1930.
(Awarded first prize in National Competition)

"Industrial Shop Administration --A New Emphasis for Industrial Arts Work"
Ind. Ed. Magazine, Vol. XXXII, No. 7, January 1931.

"An Instruction Sheet on Fastening with Wood Screws"
Ind. Ed. Magazine, Vol. XXXIII, No. 4, October 1931.

"Essentials of Woodworking"
Co-author, in charge of revision; original author: I. S. Griffith, deceased. Manual Arts Press, August 1931.

"Status, Trends, and Outlook of Industrial Arts in the United States"
American Vocational Association - News Bulletin, Vol. VIII, No. 3, August 1933.

Northwestern Correspondent for Industrial Education Magazine since 1928.

"Objectives of a Department of Industrial Arts in a Teacher Training Institution", 25th American Proceedings of the Manual Arts Conference, Peoria, Illinois, 1935.

"Carpentry," (Book) revised 1935. (Griffith & Cox)
Manual Arts Press

"What next in Progressive Education," Oregon Education Journal, May 1937: Industrial Arts & Vocational Education, July 1937.

"Woodwork for Secondary Schools," (Book) (Co-author--Griffith & Cox)
In charge of revision. Manual Arts Press, Peoria, Ill. 1937.

"Industrial Arts for Oregon Secondary Schools," Editor and principal author; Chairman of Committee. State Course of Study Bulletin, issued by State Department of Education, Salem, Oregon, 1937.

"The Shape of Things to Come in Education," Oregon Education Journal, February 1939, p. 16-17

"Woodwork for Beginners," (Book) (Griffith and Cox)

"Things to Come in Education," Industrial Arts & Vocational Education Magazine, Vol. 20, No. 2, February 1940, p. 41

"Carpentry and Building Construction -- A supplement to the Oregon Course of Study in Industrial Arts for Secondary Schools" Editor and principal author; Chairman of Committee, issued by State Department of Education, Salem, 1941.

PERSONAL DATA SHEET

Name: Smith, Earl Eugene

Date of Birth: November 13, 1922

Training:

Institution	Place	Date	Degree or Diploma	Major	Minor
Ventura Jr. Col.	Ventura, Calif.	1941	H.S. Dipl.		
Ore. St. College	Corvallis, Ore.	1950	B. S.	Ind. Arts	Gen. Sci.
Colo. St. Col of Educ.	Greeley, Colo.	1951	Arts M.	Ind. Arts	Educ.

Experience:

Date		Place	Position
1958-1957	Oregon St. Col.	Corvallis, Oregon	Asst. Prof. Ind. Ed. & Educ.
1956-1953	Eugene H. S.	Eugene, Oregon	Industrial Arts Instructor
1952-1951	Fillmore Union H.S.	Fillmore, Calif.	Industrial Arts Instructor

Organizations (professional):

Association of American University Professors
American Council on Industrial Arts Teacher Education
American Industrial Arts Association
National Educational Association and Oregon Educational Association
Mid-Willamette Valley Industrial Arts Teacher Association
Phi Delta Kappa
Epsilon Pi Tau

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TRADE AND INDUSTRIAL EDUCATION

In cooperation with Oregon State Department of Vocational Education, Oregon State College offers a program of study leading to the bachelor's degree in trade and industrial education. Candidates will receive some credit based on trade or industrial experience but must fulfull the regular institutional requirements. In order to be admitted to this program a candidate must present evidence of three years above the standard learning experience or acceptable trade or industrial experience or must present credentials indicating that he is qualified to teach or supervise reimbursed Smith-Hughes classes in his state. He must also be engaged in teaching or about to be engaged in teaching or supervising a vocational program.

The trade and industrial education program has been activated during the past five years. Until that time, the courses listed in the general College Catalog were offered during the summer sessions with no provision being made for their extension to the regular school year.

The program, as it is administered now consists of a concentrated summer program in the basic courses supplemented by two to four specialized courses and/or seminars. Visiting staff are secured for these specialized areas and each is selected upon the basis of his experience in this specialty.

During the regular academic year, courses are taught through the services of the General Extension Division of the Oregon State System of Higher Education. The college staff are utilized in this program. These courses are offered in various centers of the State. During the first five years of this program, classes were conducted in 13 different centers. In several of these, multiple courses have been provided for the trade and industrial teachers in that vicinity. Usually, the enrollment in these classes will exceed 120 during the academic year.

In addition to this extension service, many class enrollments are accepted in cooperation with the State Division of Vocational Education, Trade and Industry Service. The Division underwrites the entire program and in cases where the individual does not wish college credit, the tuition charges are guaranteed by the Division. The number of these enrollments during the year will almost equal that through the Extension Division. These classes are generally conducted for in-service training credit for certification purposes or for the certification of part-time trade and industrial teachers.

Included in the baccalaureate degree program, provision is made for the evaluation of the candidate's trade experience for credit purposes. This evaluation is based upon an examination. A part of this examination is assembled statistics and a part is written and performance. Consultants are used to supplement the professional staff who serve as an evaluation committee. Between the years 1954 and 1959, fourteen candidates for degrees have been administered this examination. Approximately five others have made application for it during the 1958-1959 school year.

Since 1954, nine trade and industrial teachers and supervisors have completed the requirements for the baccalaureate degree and one the M. S. degree. There are at this time approximately fifty teachers who are in varying degrees of having the requirements for the baccalaureate degree and approximately fifteen who are working toward their master's degree.

Oregon State College
SCHOOL OF EDUCATION
Corvallis, Oregon

PROGRAM FOR A MAJOR IN TRADE AND INDUSTRIAL EDUCATION

Approved by the
Oregon State Board of Higher Education
July 27, 1954

TRADE AND INDUSTRIAL EDUCATION

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PROGRAM FOR A

MAJOR IN TRADE AND INDUSTRIAL EDUCATION

Bachelor's Degree

One hundred ninety-two term hours credit is required for the bachelor's degree. Regardless of the number of hours credit earned at other institutions, a minimum of 45 hours credit earned in resident study, normally the last 45, is required at this institution for the bachelor's degree. A minimum of 45 hours credit must be in upper division courses. Other general college requirements must be satisfied for this degree.

A. Requirements for Admission

1. Graduation from a standard high school or its equivalent.
2. Evidence of a minimum of three years above the standard learning experience of acceptable trade and/or industrial experience; or credentials which indicate that the candidate is qualified to teach or supervise reimbursed Smith-Hughes classes in his state. These credentials must be obtained from the candidate's State Board of Vocational Education and signed by the State Supervisor of Trade and Industrial Education or the State Director of Vocational Education.
3. The candidate must be engaged in teaching, or about to be engaged in teaching or supervising a vocational program.

B. Required Courses (General)

English Composition (Wr 111, 112, and 113)	9 hours
Science (may include mathematics) and social science (A minimum of 9 hours must be in science and a minimum of 9 hours must be in social science)	45 hours
TOTAL	54 hours

C. Required Courses (Professional)

Psy 201	Elementary Psychology	3 hours
Psy 202	Elementary Psychology	3 hours
Ed 311	Secondary Schools in American Life	3 hours
Ed 312	Educational Psychology	3 hours
IEd 381	Introduction to Industrial Education	2 hours
IEd 382	Analysis and Course Construction	3 hours
IEd 480	Shop Organization and Management	3 hours
IEd 481	Development and Use of Audio-Visual Aids	3 hours
IEd 482	Development, Organization and Use of Instructional Materials	2 hours
IEd 491	Testing for Trade and Industrial Teachers	3 hours
Ed 408t	Methods and Materials (Trade and Industrial Education)	3 hours
	Approved Electives in Trade and Industrial Education	17 hours
		48 hours

D. Recommended Electives in Trade and Industrial Education

Ed 494 Principles and Objectives of Vocational Education

Ed 496 Conference Leader Training

Ed 495 Organization and Administration of Vocational Education

IEd 383 Education Psychology for Trade and Industrial Teachers

IEd 483 Coordination of Diversified Occupations Programs

IEd 484 Coordination of Trade and Industrial Classes

IEd 485 Supervision of Trade and Industrial Education

IEd 486 Vocational Guidance for Trade and Industrial Teachers

IEd 487 Industrial and Public Relations for Trade and Industrial Teachers

IEd 488 Educational Personnel Relations (Supervisory Development)

IEd 490 Shop Design and Layout for Trade and Industrial Teachers

IEd 407 Seminar

E. Credit through Examination (Maximum)	48 term hours

See "Provisions for Credit Through Examinations." When the maximum is not granted, the remaining hours credit will be added to the general electives.

F. General Electives	42 term hours
	192 term hours

G. Credit for Trade or Industrial Experience

Students with 3 or more years above the standard learning period of trade or industrial experience may be granted a maximum of 48 term hours' credit for such experience. This credit is granted upon the candidate's successful performance on the special examination conducted by the college in the trade taught by the candidate.

A year's trade or industrial experience shall be defined as 48 weeks as a wage earner. Experience in the employment of school boards or in the armed services will not be accepted. The minimum period of experience acceptable is 3 months under one employer. In those trades or occupations where assignment to short-time jobs is made through a union hiring hall, the assigning union may be considered as the employer. Experience in scattered fields is not acceptable.

H. Summary

1. Required courses (General)	54 term hours
2. Required courses (Professional)	48 term hours
3. Credit through Examination (Maximum)	48 term hours
4. General Electives	42 term hours
TOTAL	192 term hours

PROVISIONS FOR CREDIT THROUGH EXAMINATION

1. Anyone holding a vocational certificate valid in the State of Oregon for trade and industrial education or the equivalent from another state may apply for examination (see below) through which he may qualify for a maximum of 48 term hours credit.

2. The amount of credit that may be granted through examination will be based upon the following seven items:

Item I. Length of trade or industrial experience. 100 points maximum.

Ten years above the standard learning period as a wage earner in the trade is the basis for maximum of 100 points. Ten points are deducted for each year less than 10. Three years above the standard learning period is the minimum for which points will be given.

Item II. Progression in the trade. 100 points maximum.

Maximum of 40 points for advancement as a worker; 20 points additional for assistant foreman; 20 points additional for foreman; 10 points additional for general foreman; and 10 points additional for superintendent. Each advancement is recognized. To receive the maximum 100 points, the candidate must have advanced to a superintendency.

Item III. Spread of experience. 100 points.

Extreme specialization	10 pts. maximum
Specialized shop experience	30 pts. maximum
General job shop	70 pts. maximum
High grade general work	100 pts. maximum

The committee must examine the sworn statement to determine what kind of work was done by the applicant.

Item IV. Way trade was learned. 100 points maximum

Learned in school and shop by part-time plan	100 pts. max.
Learned as an apprentice in definite plan	75 pts. max.
Learned by pick-up method	40 pts. max.
Learned in school alone	10 pts. max.

The information for this item will be shown in the sworn statement and, if necessary, the committee may have the applicant file additional information to be sure the applicant is given proper points.

Item V. Continuous character of journeyman experience. 100 points maximum.

Uninterrupted experience	100 points maximum
Interrupted experience	Points vary

To find the points for interrupted experience, proceed as follows: Find the percentage of the applicant's time out of the trade to the total years of time in and out of the trade. Deduct this percentage from 100.

Item VI. Knowledge of the technical content of the trade. 250 points maximum.

The points earned in this item are determined by the candidate's performance on the written examination. The examination should provide for a maximum score of 250. The points allowed, then, will equal the candidate's score on the written examination.

Item VII. Trade performance. 250 points maximum.

The points to be allowed the candidate will be determined through the manipulative examination which will consist of actual trade jobs which the candidate will perform. The committee will score from zero to 250 points, according to the ability which the candidate demonstrates.

The total of these seven items is 1,000 points. The formula for translating the applicant's score into credits follows:

$$\frac{\text{The applicant's score} \times \text{the maximum credit that can be earned}}{\text{The total points that can be earned}}$$

Example:

Applicant's score = 750

Maximum credits = 48

$$\frac{750 \times 48}{1{,}000} - 36 \text{ credits}$$

3. Three examinations shall be given: (1) the written examination (a minimum of 3 hours) shall relate to technical trade or occupational information; (2) the manipulative examination (6 hours) shall consist of performance of trade or occupational operations; (3) the oral examination (2 hours) shall consist of an evaluation of trade or occupational knowledge and personal qualifications.

4. The examination shall be in the trade for which the applicant is certified to teach.

5. Credit earned through this examination will be recorded following the completion of 45 term hours of resident credit. The applicant may make arrangements for the examination during the first term of resident study.

6. The administration of the examination shall be made by an examining committee composed of: (1) the Dean of the School of Education or his representative, (2) the Registrar of the college or his representative, (3) the trade and industrial teacher trainer, (4) the State Supervisor of Trade and Industrial Education or his representative, (5) an employee representative from the craft or occupation in which the examination is to be given, and (6) an employer representative from the craft or occupation on which the examination is to be given. The two last named shall be approved by the Dean of the School of Education and the State Director of the Division of Vocational Education.

7. The examining committee shall recommend the allowance or refusal of credit based upon the results of the examination, but the awarding of the credit shall be at the discretion of Oregon State College.

8. The credit earned through examination shall be undergraduate and shall be in addition to the "required" courses for a baccalaureate degree.

9. The examining committee shall be responsible for providing the examination. Caution should be exercised in the construction of the examination so that facilities will be available for its administration.

10. The fee for the Trade Experience Examination shall be ($10.00).

MINIMUM UNDERGRADUATE BACKGROUND IN TRADE AND INDUSTRIAL EDUCATION, PRIOR TO GRADUATE WORK IN THAT FIELD

Technical

The candidate must present evidence that he is qualified to teach and/or supervise reimbursed Smith-Hughes classes. A minimum of 3 years experience in trade or industrial occupations above the standard learning period is required for teaching or supervising such classes. The candidate who so qualifies should have the necessary technical background for teaching his trade.

Professional

Methods and Materials (Trade and Industrial Education) (Ed 408t)	3 hours
Introduction to Industrial Education (IEd 381)	2 hours
Analysis and Course Construction (IEd 382)	3 hours
Education Psychol. for Trade & Industrial Teachers (IEd 383)	3 hours
Shop Organization and Management (IEd 480)	3 hours
Development and Use of Audio-Visual Aids (IEd 481)	3 hours
Development, Organization and Use of Instr. Materials (IEd 482)	3 hours
Testing for Trade and Industrial Teachers (IEd 491)	3 hours
TOTAL	23 hours

These subjects present a background upon which graduate work in trade and industrial education can be built. The undergraduate program administered at Oregon State College includes approximately seven times as many credits as those listed above. It should be noted that a maximum of 48 term-hour credits may be earned for trade experience by successfully completing an examination in the trade taught.

In the case of transfer students whose degree program elsewhere has not afforded the opportunity for at least this minimum in trade and industrial education, it will be necessary to combine these basic courses with the graduate study program. This will, of course, increase the total hours credit above the bachelor's degree required for the master's degree. These basic courses should be completed as early in the program as is possible. Those who have reasonable normal programs of trade and industrial education should be able to complete both the minimum undergraduate background (listed above) and the master's degree within five summer sessions.

Those who are interested in pursuing a program for the master's degree should submit their credentials for evaluation at as early a date as possible in order that adequate time may be had for the evaluation.

Please feel free to consult the major professor in trade and industrial education for further details and assistance in laying out your program of studies.

SUBSTANTIATING DATA ON CREDIT THROUGH EXAMINATION

Competency in a subject matter field is required for certification as a teacher in the public schools of the State of Oregon. This is generally acquired during the four-year college program. Vocational trade and industrial teachers in Oregon must also present evidence of this subject matter competency before certification will be granted. At least three years experience in a trade or industrial occupation above the standard learning period must be included in the teacher's experience record. This experience is considered worthy of evaluation through examinations for granting college credit.

For a factual background for developing policies regarding college credit for prior trade experience it is necessary only to show that such a practice is common and to show typical ways of carrying it out. Surveys of the various states show that the practice of granting college credit for prior trade experience is common. Such credit is usually based upon examinations and is entered upon the student's record only as he completes other parts of his college program.

Twenty-one major colleges and universities in the United States have adopted some definite plan for allowing college credit for this trade or industrial experience. The following list indicates the quarter hour credits allowed by each school.

The proposed plan has been developed for Oregon State College after careful consideration of the plans used in the institutions listed below and representatives of the groups which might be interested in such a program. Thought has been given to the needs of the school personnel in the State who must fulfill certification requirements.

College	Quarter Hours (Maximum) for Trade Experience	Quarter Hours for Teaching Experience
Arizona State College	54 qr. hrs.	9 for teaching exp.
California State Colleges	40 qr. hrs.	20 for teaching
Colorado A & M	64 qr. hrs.	9 for teaching
Connecticut Teacher College	36 qr. hrs.	
Idaho State College	32 qr. hrs.	
Louisiana State University	48 qr. hrs.	6 teaching
Louisiana A & M	48 qr. hrs.	

College	Quarter Hours (Maximum) for Trade Experience	Quarter Hours for Teaching Experience
University of Maryland	30 qr. hrs.	
Massachusetts State Teachers College	30 qr. hrs.	
Highlands University New Mexico	36 qr. hrs.	
Eastern New Mexico College	59 qr. hrs.	
University of the State of New York	24 qr. hrs.	
University of Akron	36 qr. hrs.	
University of Cincinnati	30 qr. hrs.	
University of Toledo	36 qr. hrs.	
University of Pittsburg	36 qr. hrs.	
Clemson	Comparable courses in catalog	
Texas A & M	30 qr. hrs.	
Utah State Agricultural College	60 qr. hrs.	
Stout Institute	36 qr. hrs.	
University of Wyoming	45 qr. hrs.	

PERSONAL DATA SHEET

Name: Cannon, Gerald O.

Date and Place of Birth: November 27, 1908; Holdrege, Nebraska

Training:

Institution	Place	Degree	Date	Major	Minor
Loveland High S.	Loveland, Colo.	--	1924-27	Col. Prep.	
Univ. of Denver	Denver, Colo.	B.S.	1927-31	Elect. Eng'r.	--
Ore. Normal School	Monmouth, Ore.	--	1933-34	Elem. Educ.	
Oregon St. College	Corvallis, Ore.	--	1935&39	Sec. Educ.	
Univ. of Oregon	Eugene, Oregon	--	1937	--	
Univ. of Washington	Seattle, Wash.	--	1936,41		
			1943-48	School Adm.	Phys. Ed.
St. Col. of Wash.	Pullman, Wash.	Ed.D	1949-51	School Adm.	Phys. Ed.

Teaching Experience:

Institution	Place	Date	Duties
Oregon St. College	Corvallis, Oregon	1954-present	St. Teacher-Train. T&I Ed.
St. Div. of Voc. Educ.	Salem, Oregon	1952-1954	Area Coordin. - Teacher Training & Class Organ.
School Dist. #1	Portland, Oregon	1951-1952	Voc. Coordinator
School Dist. 100C	Bremerton, Wash.	1939-1949	Prin. Eve. School Voc. Director Act'g Dean, Jr. Col.
Union H. S. #2	Sweet Home, Ore.	1936-1939	Teacher-Coach
School Dist. 100	LaCenter, Wash.	1935-1936	Teacher-Coach

Organizations (professional):

American Vocational Association
Oregon Vocational Association
Oregon Industrial Education Association
American Society of Training Directors
Phi Delta Kappa
Epsilon Pi Tau
National Association of State Supervisors of Trade and Industrial Educ.
National Association of Industrial Teacher Educators

Publications:

"Oregon Cosmetology Instructors Go to College" Beauty School Management, March 1957.

DIVISION OF PHYSICAL EDUCATION

The Division of Physical Education offers professional courses in physical education leading to a baccalaureate degree through the School of Education. The major provides professional preparation for physical education and coaching. It may be combined with health education, camp education, or recreation to meet needs in many public schools or communities. Graduates are prepared for positions in YMCA or YWCA, city recreation, industrial recreation, camping, and various youth-serving organizations. The major provides a foundation for students preparing to enter the field of physiotherapy and other closely related fields. The program is flexible so that varied needs may be met.

The Curriculum

Upper division work is offered in physical education, health education, and recreation by the Division of Physical Education. Advanced or graduate level work is offered in health education and physical education.

Physical Education Staff

Professors:	Walter Adrion Robert W. Bergstrom (Chairman, Professional Physical Education) Ralph O. Coleman (Chairman of Service Programs for Men) James V. Dixon A. T. Gill J. T. Prothro Eva Seen (Director of Service Program for Women)
Associate Professors:	J. Alfred Cox Charles H. Dailey G. R. Flood Percy Gill William McKalip Don Megale Margaret Milliken

Associate Professors: (Continued)	Harold Moe Grant Swan Betty L. Thompson Erma Weir
Assistant Professors:	Florence Hupprich Mary Seymour Dale Thomas William Winkler
Instructors:	Phyllis Ocker Helen Poling Mary Weber Judith Winkler
Graduate Assistants:	One

Health Education Staff

Professors:	Carl L. Anderson (Chairman of Hygiene & Environmental Sanitation) D. I. Allman Clair V. Langton (Director, Division of Physical Education)
Associate Professors:	Roy A. Foster
Assistant Professors:	Donald A. Beegle W. Arthur Koski Cyrus Mayshark
Graduate Assistants:	Two

Number of students majoring in health, physical education and related fields is as follows:

Physical Education	- 164
Health Education	- 10
Recreation	- 37
Therapy	- 6
TOTAL	217

Four-Year Programs

Courses are added or discontinued through study and recommendation from the Curriculum Committee for the Division of Physical Education. A sub-committee works directly in the areas of (a) health education,

(b) physical education and (c) recreation. These committees meet periodically throughout each year. The Division Curriculum Committee recommends changes in course offerings, major requirements, and catalog materials as needed or desirable. Students who complete the major program of study are requested to make recommendations for changes in course offerings. These suggestions and recommendations are reviewed by the Division Curriculum Committee for possible curriculum modifications.

Instructional Staff

The work of the Division of Physical Education is organized into the following administrative areas: required physical education for men, required physical education for women, professional physical education (including recreation), hygiene and environmental sanitation (including health education), and intramural sports. Each of these areas has a chairman or director who is responsible for giving leadership to the work in each field.

The Division of Physical Education holds faculty meetings at least twice each quarter. A member of the faculty is designated as chairman and this person conducts the faculty meetings. Faculty meeting agenda includes general problems facing the division, committee reports, and general information for all faculty members. Minutes of these meetings are made available to all faculty for reference.

The Division of Physical Education has the following standing committees. Each committee has a written operating code for its work.

Division Curriculum Committee

Subcommittees - (a) Physical Education
(b) Health Education
(c) Recreation

Public Relations, Promotion, Publicity, Public Service
Research, Publications, Bulletins
Library and Reading Room
Visual Aids
Facility Use
Television
Aims and Objectives
Grading
Safety and Accident

As a matter of policy, curriculum changes are approved by the division faculty before the changes are submitted for approval to the Director of the Division of Physical Education and the Dean of the School of Education. Curriculum changes and recommendations follow the college procedures from this point.

Policy on Promotion

(See page 121)

Instruction

Competence in instruction is recognized in both salary and rank for faculty members. The salary and rank of division faculty compare favorably with that of other schools and departments in the college.

Instructors are encouraged to attend conferences, conduct research, prepare publications, and develop a field of special competence. Attendance at regional and state professional meetings is encouraged by provision of partial expenses for attendance. The attempt is made to lighten the campus load of instructors involved in special professional projects or research.

Two years ago the undergraduate professional physical education program was evaluated by representatives from three outside higher education institutions of the Northwest. This evaluation involved revision of course outlines and analysis of professional work. Course outlines are available for professional courses. Course outlines are revised periodically. The recent study and evaluation resulted in some rearrangement of work and combining of courses.

During the past few years, the Division of Physical Education has participated in a State System of Higher Education study for developing uniform course numbers, titles, and descriptions throughout the physical education offerings in all units of the State System.

The Division of Physical Education assigns certain faculty members to advising responsibilities with professional students. Variations are made in the study programs of students from information supplied through placement testing and from the results of professional experiences taken in residence. Students with low scholarship or with other evidences of poor aptitude for teaching are dropped each quarter from the professional program. Those students who achieve poor scholarship records are counselled by advisers. Study loads are often reduced for these students as needed. The counselor and the student often enter into an agreement as to the acceptable level of professional work required to remain with the professional program.

Student leaders are developed through intramural sports programs, sports interest groups and club offerings, and student professional club work. Professional students are encouraged to undertake leadership responsibilities in campus-wide organizations and groups. This year's editor to the student newspaper is a physical education major student.

Division of Physical Education
Oregon State College

Curriculum in Physical Education

Students preparing for physical education teaching and coaching or related fields pursue the basic program of required courses listed below.

Student's Basic Program

Freshman Year	Hours
Human Biology (Z 114, 115, 116)	9
English Composition (WR 111, 112, 113)	9
General Chemistry (Ch 101, 102, 103)	9
Introduction to Physical Education (PE 131)	3
General Hygiene (PE 170)	3
Introduction to Health Education (SEd 123)	3
Professional Activity (PE 194)	6
Air, Military, or Naval Science (men)	3-9

Sopomore Year	Hours
Elementary Human Anatomy (Z 321, 322)	6
Applied Human Anatomy (Z 323)	3
Prof. Activity (PE 294)	6
Social Science (Ec 212, PS 201, Soc 212)	9
Literature	9
Gen. Psych. (Psy 201, 202)	6
Human Develop. (Psy 311)	3
Speech	3
Org. and Adm. of Intramural Sports (PE 340)	2
Field Experience (Ed 200)	2
Air, Military, or Naval Science (men)	3-9

Junior Year	Hours
Physiology (Z 331,332)	6
Applied Human Phych. (Z 336)	3
School in Am. Life (Ed 310)	3
Educ. Psych: Learning (Ed 312)	3
Methods of Reading (Ed 350)	3
Spec. Sec. Methods (Ed 408h)	3
Physical Educ. Technique (PE 333, 334, 335)	6
Athletic Coaching (PE 366, 367, 368, or 369)	6
Sports Officiating (PE 362) (women)	3
Recreation (PE 240, Ed 426, Ed 423, Ed 263)	3

Senior Year	Hours
School Health Educ. (SEd 321)	3
School Health Services (SEd 322)	3
First Aid (PE 358)	3
School Programs and Organization (PE 442)	5
Evaluation of Phys. Educ. (PE 443)	3
Conditioning and Care of Injuries (PE 361)(men)	2
Adaptive and Corrective Phys. Educ. (PE 444) (women)	3
Supervised Teach. (Ed 416)	9-12
Seminar (Ed 407)	1-3

For options in recreation, youth agency leadership, prephysical therapy, and preoccupational therapy consult with advisers in the Division.

B.S.--Health Education Major

Graduation: 192 hours

B.S. 36 hours in Science or 45 hrs. in Science and Social Science together.
After receipt of Senior standing: Minimum 45 hours.
Upper Division courses: Minimum 45 hours.

General Requirements:		Hours
Wr. 111,112,113	English Comp.	9
	Phys. Educ.	5
	Literature	9
Sp. 111	Speech	3
Ec. 212	Economics	3
PS. 201	Am. Government	3
Soc. 212	Gen. Sociol.	3
Hst. 224,225,226	Hist. of Am. Civilization	9
		44

Science:		Hours
Z 114,115,116	Human Biology	9
Z 117,118,119	Human Biol. Lab.	3
Z 321, 322	Human Anatomy	6
Z 331, 332	Human Physiclogy	6
Chem. 101,102, 103	Gen. Chemistry	9
		33

Health: 39 hrs. required with 2.5 GPA before acceptance to student teaching.
24 hours in upper division courses.

SEd. 123	Intro. to Health Ed.	3
PE 170	General Hygiene	3
FN 225	Nutrition	3
SEd. 321	School Health Educ.	3
SEd. 322	School Health Services	3
P.E. 358	First Aid	3
Ed. 360	Safety Education	3
Bac. 424	Com. Health Prob.	3
	Electives	15
		39

Education for Secondary Certificate		
Ed. 200	Field Experiences	2
Psy. 201, 202	General Psy.	6
Psy. 311	Human Development	3
Ed. 310	School in Am. Life	3
Ed. 312	Educ. Psychology	3
Ed. 350	Methods in Read.	3
Ed. 407	Seminar	1-3
Ed. 408i	Methods in Health Education	3
Ed. 416	Student Teaching	
	1/2 day	9
	Full day	12
	Electives	
		36

Electives: To complete total of 192 hours (including teaching minor 27-42 hours).

B.S.--Recreation Major

Graduation: 192 hours

General Requirements:

Wr. 111,112,113	English Comp.	9
PE 150, 160	Hygiene	1-2
	Literature	9
	Speech	3
Ec 212	Economics	3
PS 201	Am. Natl. Gov.	3
Hst. 224,225,226	Hist. of Am. Civilization	9
		37-38

Science:

Z 114,115,116	Human Biology	9
Z 117,118,119	Human Biol. Lab	3
Soc. 204,205, 206	General Psy.	9
Soc. 474	Soc. Psy.	3
Soc. 475	Com. Org.	3
Psy. 311	Human Develop.	3
Psy. 315	Human Adjust.	3
Psy. 361	Group Dynamics	3
Psy. 201,202	Gen. Psy.	6
Ed 312	Educ. Psy.	3
Ed 461	Psy. of Adolescence	3
		45

Recreation:

Ed 121	Introduction to Recreation	3
PE 194	Professional Activities	6
PE 294	Professional Activities	6
AA 250	Rec. Use of Arts & Crafts	3
Mus. 240	Rec. Use of Music	3
Sp. 240	Rec. Use of Drama	3
PE 240	Social Rec. Leadership	3
Ed. 347,348,349	Field Work	6
PE 435	Playground Leadership	3
Ed. 421	Philosophy & Principles of Recreation	3
Ed. 422	Programs in Recreation	3
Ed. 423	Organization & Administration of Recreation	3
Ed. 263	Camp Counseling	3
Ed. 364	Lab. Practices in Camping	3
J. 111	Elementary Journalism	3
J. 311	Pub. Information Methods	3
PE 340	Organ. & Admin. of Intramural Sports	2
Electives from Music, Art and Drama		9
		68

Electives 40-41 to complete 192

Division of Physical Education

Policies on Salaries and Professional Rank

I. Purpose
  A. The general purpose of these policies is
    1. To codify and make available to staff members the established procedure of the Division in dealing with the problems of salaries and professorial rank, and
    2. To provide regular means within the Division for the consideration of any inequalities which exist or appear to exist in salaries and ranks.
  B. The procedure herein codified aims specifically at the following:
    1. To insure the retention, encouragement and promotion of the ablest and most promising staff members.
    2. To insure the elimination of the incompetent and the mediocre in time to prevent the establishment of claims to permanent tenure which may later handicap and embarrass the institution.
    3. To assure the faculty that impartial consideration will be given periodically to the status of each individual and that accomplishment will be recognized and rewarded to the fullest extent consistent with the budgetary and other limitations of the college.

II. General Principles
  A. Promotions in rank and salary are not to be considered merely as a matter of routine or of seniority, but are to be regarded as a recognition of merit according to the criteria set forth below.
  B. When a vacancy occurs within the Division, first consideration shall be given to existing personnel, and a person of lower rank should be advanced wherever feasible in preference to going outside of the College for a new appointee.
  C. It shall be the general policy to grant no increase in rank withou an increase in salary.
  D. Advancement to higher ranks shall be made only on evidence of meeting progressively more exacting standards.
  E. General criteria for advancement in all salary and academic ranks shall be the following.
    1. Successful experience as teacher and scholar either at this or other comparable institutions and/or successful practical experience in a line of work related to the field in which the appointee's service is to be rendered.
    2. Teaching ability as shown by the capacity to arouse interest and motivate responses in students, broaden their outlook, impart knowledge, and stimulate independent study.
    3. Scholarship as indicated by research and creative work.
    4. Personal attributes such as integrity, industry, open-mindedness, and capacity for cooperation and leadership.

5. General value outside the classroom or laboratory as indicated by:
    a. contributions to the educational program, student advisory service, or administrative work in the College.
    b. services outside the College in professional, civic and social enterprises.

III. Administration

A. It shall be considered the right of each member of the faculty to have his services evaluated periodically in terms of the preceding criteria and the specific demands of his particular staff position.

B. This evaluation shall take place annually for those not on permanent tenure and at least triannually for those on permanent tenure. Making these evaluations shall be considered as one of the most important functions of the department chairman and the Director of the Division.

C. As early as possible each faculty member should be notified of his salary and rank which the Board has approved for the next academic year.

IV. Rank

Attainment of the rank of instructor is the first definite step toward permanent commitment to, and assured tenure in, the teaching profession. Initial appointment to this rank is with some degree of uncertainty in fulfillment of many of the qualifications essential or desirable for permanent appointment. Accordingly, it is necessary that initial appointments be on a temporary basis. Since experience and maturity tend to the development of latent qualities and to furtherance of known ones, it is only just to the appointee, as well as the institution, that a period of years be granted in which these qualities may emerge and develop. Three probationary years should be adequate from both standpoints. At the end of this period the appointee should show clear evidence of eligibility for advancement. If he does not demonstrate such evidence, his appointment ordinarily should not be renewed. This policy should be made clear at the time of initial appointment, and at each renewal of his appointment.

Clear attainment of the criteria for advancement to the rank of assistant professor should result in promotion. If budgetary restrictions prevent promotion, the appointee should be advised of the situation and be retained as long as there is reasonable expectation that he will receive a promotion. Only in unusual circumstances should reappointment without tenure be made after three years.

Temporizing of the reappointment policy may be necessary when:

(1) Advancement has been recommended but proves impossible
(2) Services are acceptable but not promising
(3) The economic situation of the instructor merits special consideration.

In such cases, the circumstances relative to the particular situation shall be presented to the instructor in writing. Reappointment under special circumstances shall be restricted to as short a term as possible.

Formal Requisites for Appointment

A. Instructor

1. Academic preparation:

Master's degree or the equivalent in graduate study in the field in which the instructorship is granted.

2. Experience:

Successful professional experience at an institution other than Oregon State College.

3. Personal qualifications:

a. High standards of scholarship.
b. Capacity for professional growth.
c. Interest in professional work.
d. Ethical and moral character.
e. Social competence.
f. Emotional maturity and stability.
g. Superior health.
h. Pleasing personal appearance.
i. Freedom from handicapping defects.

B. Assistant Professor

1. Academic preparation:

Master's degree in the field in which the assistant professorship is granted.

2. Experience:

Demonstrated ability as a teacher. Participation in professional activities, such as research, publications, organizations and public service.

C. Associate Professor

1. Academic preparation:

Study beyond the Master's degree in the field in which the associate professorship is granted.

2. Experience:

Those of assistant professor plus established reputation in scholarship, professional activity and recognition in the field.

D. Professor

1. Academic preparation:

Doctorate degree in the field in which the professorship is granted.

2. Experience:

a. Contributions to the field of knowledge.
b. Superior professional attainments.
c. Established reputation as an excellent teacher.
d. Participation in professional activities.
e. Specialized contribution to the Division.
f. Original or creative work in the field.

PERSONAL DATA SHEET

Name: Anderson, Carl L.

Date and Place of Birth: February 28, 1907; Ironwood, Michigan

Professional Preparation:

University of Michigan	B. S.	Health Education	1928
University of Michigan	M. S.	Mental Hygiene	1932
University of Michigan	Dr. P.H.	Public Health	1934
University of Minnesota	(Post-doctoral--physiology)		1941

Professional Experience:

1949--Present	Prof. Hygiene and Health Educ., Oregon State College
1945-1949	Prof. Biological Science & Health, Michigan State University
1935-1945	Prof. and Head, Phys., Hygiene & Public Health, Utah St. U.
1928-1931	Dir., Health Educ., Grosse Ile, Michigan, Public Schools (Also served with U.S. Public Health Service and Michigan State Department of Health)

Organizations (professional):

Fellow, American Association for the Advancement of Science
Fellow, American Public Health Association
Fellow, Society for Research in Child Development
American Genetics Association
American Association for Health, Physical Education and Recreation

Organizations (professional): continued

Association of Military Surgeons of the United States
American Medical Writers Association
Northwest Scientific Association
Oregon Academy of Science
Western Public Health Association
Phi Kappa Phi, Phi Delta Kappa, Sigma Xi, Delta Omega (Public Health)
Alpha Epsilon Delta (Medical Science)

Publications:

"Incidence and Related Factors Concerning Epilepsy," Journal of Mental Hygiene, 1936.
"Gravity Method for the Correction of Disorders of Posture," Journal of Health, Physical Education and Recreation, 1938.
"Nature of the Nerve Impulse and Brain Wave," Journal of Mental Health, 1941.
"Alcohol, Tobacco and Marihuana," Utah State Department of Education, 1941.
"Reduced Penetrance in the Inheritance of Cortical Cataract," Journal of Heredity, 1949.
"Cholesteral Factor in Convulsions," Quarterly Review of Psychiatry and Neurology, 1949.
"Basic Biological Science," Michigan State University Press, 1949.
"Development of Health Attitudes," Elementary School Journal, 1950.
"Experimental Production of Convulsive Seizures," Journal of Nervous and Mental Disorders, 1950.
"Secondary School Health Guidance and Supervision," Journal of School Health, 1951.
"A Student Looks at His Learning," College and University Teaching, 1953.
"Physical and Emotional Aspects of Marriage," C. V. Mosby Co., 1953.
"Health Principles and Practice," (with C. V. Langton), C. V. Mosby Co., 1953.
"Test Manual for Health Principles and Practice," C. V. Mosby Co., 1954.
"Teacher Education Standards in Health Education," OAHPER, 1954.
"School Health Administration," OAHPER, 1955.
"Professional Standards in Health Education," Journal of Public Health, 1956.
"School Health Practice," C. V. Mosby Co., 1956.
"Health Principles and Practice," (2nd Edition) with C. V. Langton, C. V. Mosby Co., 1957.
"Test Manual for Health Principles and Practice," (2nd Edition) C. V. Mosby Co., 1957.
"Functions and Competencies of Health Education," International Union for Health Education, 1957.
"School Health Practice," (2nd Edition) C. V. Mosby Co., 1960.
"Community Health," McGraw-Hill Book Co., 1960.

PERSONAL DATA SHEET

Name: Bergstrom, Robert William

Date and Place of Birth: February 12, 1914; Astoria, Oregon

Professional Title: Professor and Chairman, Professional Physical Education

Educational Experience:

		Major	Minor
1932 - Astoria H. S, Astoria, Ore. (Diploma)			
1937 - Ore. State College, Corvallis, Ore.	B. S.	Math	Phys. Educ. & Social Science
1942 - Teachers College, Columbia U.	M. A.	Phys. Ed.	Education
1948 - Teachers College, Columbia U.	Ed.D.	Education	Phys. Educ.

Teaching Experience:

1956-	Chairman, Prof. Phys. Educ., Oregon State College, Corvallis, Ore.
1950-	Professor of Phys. Education, Oregon State Col., Corvallis, Ore.
1947-1950	Director of Phys. Educ., San Diego City Schools, San Diego, Calif.
1946-1947	Asst. Prof. of Phys. Educ., Oregon State College, Corvallis, Ore.
1943-1946	Officer (Lt.) U.S.N., Naval Aviation Physical Training Program
1942-1943	Asst. Prof. of Phys. Educ., Oregon State College, Corvallis, Ore.
1941-1942	Part-time instructor, Columbia Col., New York, New York
1938-1941	Teacher-Coach, La Grande H. S., La Grande, Oregon
1937-1938	Teacher-Coach, Junction City Union H. S., Junction City, Oregon

Publications:

Contributing author, "Administration of Health, Physical Education and Recreation Programs in Secondary Schools," The Bulletin of NASSP, Vol. 37, No. 195, May 1953 (AAHPER project).

Author, Chapter on "Health and Physical Education" in Life Adjustment Education in Action, New York, Chartwell House, 1953.

Organizations (professional):

Member of AAHPER, OAHPER, CPEA, Phi Delta Kappa, Kappa Delta Pi, Phi Epsilon Kappa.

PERSONAL DATA SHEET

Name: Dixon, James V.

Date and Place of Birth: March 5, 1904; Yakima, Washington

Training:

Institution	Degree or Diploma	Date	Major	Minor
Yakima, Wash. H.S.	Diploma			Scientific
O.S.C.	B.S.	1927	Voc. Educ.	Phys. Educ.
O.S.C.	M.S.	1939	Education	Educ. Psy.
O.S.C. Summer Schools		1948-1950	Education Pub. Adm.	
U. of Wash. Summer School		1939	Educ. Soc.	
U.S.Navy Indoctrination School		1942		
U. of Oregon Summer School		1952-1955	School Adm.	Phys. Educ. Guidance

Teaching Experience:

1949-1958	Associate Professor of Physical Education
1946-1949	Assistant Professor and Asst. Coach in athletics
1944-1946	Executive officer acorn 25, U. S. Navy
1942-1944	Instructingofficer in Phys. Educ. and hand-to-hand combat
1939-1942	Assist. Prof. in Phys. Educ. & Asst. Coach football and track
1927-1938	Instructor in Phys. Educ., Asst. Athletic Coach

Organizations (professional):

National Educational Association
Oregon Education Association
American Association of Health, Physical Education and Recreation
Northwest Association
Oregon Association of Health, Physical Education and Recreation
Kappa Delta Pi (Education)
Phi Epsilon Kappa (Physical Education)

PERSONAL DATA SHEET

Name: Foster, Roy A.

Date and Place of Birth: September 5, 1914; Arcadia, Wisconsin

Training:

Institution	Place	Degree or Diploma	Date	Major	Minor
Arcadia H. S.	Arcadia, Wis.	Diploma	1932		
Concordia Col.	Moorhead, Minn.	B.A.	1937	Social Sci.	Biol.
Indiana U.	Bloomington, Ind.	M.S.	1950	Health&Safety	Educ.
Indiana U.	Bloomington, Ind.	H.S.D.	1953	Health&Safety	Educ. Zoology

Teaching Experience:

Oregon St. College	Corvallis, Ore.	1955	Health Education
New York State Com. on T.B. and Public Health	New York, N. Y.	1953-55	Sch. Health Consul.
Arlington Pub. Schools	Arlington, Va.	1951-53	Supervision of Health & Safety Educ.
Stoughton High School	Stoughton, Wis.	1946-49	Biology & History teacher, Coach
Mt. Lake High School	Mt. Lake, Minn.	1939-41	Science teacher, Coach
Lester Prairie H. S.	Lester Prairie, Minn.	1937-39	Social Science teacher, Coach

Organizations (professional):

American Association for Health, Physical Education and Recreation
American School Health Association
American Association for the Advancement of Science
American Public Health Association
Phi Delta Kappa
Phi Epsilon Kappa
Oregon Association for Health, Physical Education and Recreation
Oregon Public Health Association

PERSONAL DATA SHEET

Name: Gill, Percy Margaret

Date and Place of Birth: July 4, 1909; Glencoe, Illinois

Training:

Institution

Pasadena High School 1927
Pasadena Junior College 1929
University of California, Berkeley - AB, 1931
University of California, Berkeley - Gen. Secondary Certificate, 1932
Oregon State College - M.S., 1948
Teachers College, Columbia University - M. A., 1959

Teaching Experience:

College of the Holy Names - Instructor in Physical Education 1932-1934
Oakland, California
Castilleja School - Director of Physical Education 1932-1942
Palo Alto, California
Singing Trees Camp - Director 1938-1940
Palo Alto, California
American National Red Cross - Assistant Field Director 1942-1945
Pacific Area and Overseas
Oregon State College - Associate Professor - Physical Education for Women
Corvallis, Oregon, 1945

Organizations:

Kappa Delta Pi
Phi Kappa Phi
American Association for Health, Physical Education and Recreation
American Recreation Society
National Recreation Association
Oregon State Association for Health, Physical Education and Recreation
Oregon State Park and Recreation Association
American Association of University Professors

Publications:

Articles in Tennis and Recreational Games Guides - Division of Girls and Women's Athletics.

PERSONAL DATA SHEET

Name: Koski, William Arthur

Date and Place of Birth: March 16, 1922, Anchorage, Alaska

Training:

1937-40	Astoria High School, Astoria, Oregon
1940-45	Army of U. S.
1945-49	B. S. Degree in Education - Oregon State College
1949-50	M. S. Degree in Education - University of Michigan
1950-54	Ed.D. Degree in Education - Oregon State College
1958-59	M.P.H. Degree in Health Education - University of California

Teaching Experience:

1940-45 - Many teaching experiences during service in the Army, such as training cadre and training men in own units while serving in various ranks from Corporal to 1st Lieutenant.

1949-59 Teaching assistant - Department of Physical Education - University of Michigan

1950-54 Instructor, Men's Physical Education Department - Oregon State College

1954-58 Assistant Professor, Men's Physical Education Department, Oregon State College

1959 Assistant Professor of Hygiene and Health Education - Men's Physical Education Department - Oregon State College

Organizations (professional):

Oregon, N.W. and National Association for Health, Physical Education and Recreation
College Physical Education Association
American College of Sports Medicine
American Public Health Association
Society of Public Health Educators
American School Health Association

Publications:

Koski, William Arthur, An Analysis of the Army Specialized Training Program's Physical Fitness Test, Corvallis, Oregon, 1954, Thesis (Ed.D.) Oregon State College. Health and Physical Education Microcards, University of Oregon, Eugene, Oregon.

Koski, William Arthur, A Basketball Classification Test - Ann Arbor, Michigan, 1950. Thesis (M.S.) - University of Michigan (unpublished).

PERSONAL DATA SHEET

Name: Langton, Clair V.

Date and Place of Birth: November 1, 1895; Millgrove, Ontario.

Education:

1914 Ypsilanti High School, Ypsilanti, Michigan
1916 Life Certificate, Graduate in Physical Education, Michigan State Normal College, Ypsilanti, Michigan
1923 Bachelor of Science in Education, Univ. of Michigan
1925 Master of Science in Public Health and Hygiene, University of Michigan
1928 Doctor of Public Health, Univ. of Michigan, Ann Arbor, Michigan
1938 Doctor of Education (Higher Education), University of Oregon

Teaching Experience:

1935 Director, Division of Health & Physical Education, Ore. St. College

1929	Dean, School of Health and Physical Educ., Oregon State College
1928	Director of Health and Physical Education, Oregon State College
1926-28	Assistant Director of Intramural Athletics, and Assistant Professor of Hygiene, University of Michigan; also in charge of Public Health Laboratory.
1925-26	Assistant Director of Intramural Athletics and Instructor in Physical Education, University of Michigan.
1920-22	Director of Gymnasium, Midland Co [illegible] Center, Midland, Michigan.

Organizations (both professional and honorary):

Phi Kappa Sigma - Social Fraternity
Phi Epsilon Kappa - Professional Physical Education Fraternity
Phi Delta Kappa - Professional Education Fraternity
Delta Omega - Professional Public Health Fraternity
Sigma Delta Psi - Honorary Athletic Fraternity

American Assoc. for Health, Physical Educ. and Recreation. Fellow.
American Public Health Association. Fellow.
American Student Health Association.
American School Health Association. Fellow.
College Physical Education Association.
Masonic Lodge - Blue Lodge; Consistory; Shrine; Chapter.
Rotary International
American Academy of Physical Education. Fellow.
American College of Sports Medicine. Fellow.

Publications:

"Anthropemetrical Measurements and Other Factors in Their Relation to Respiratory Diseases." (Thesis presented in partial fulfillment of the requirements for the Degree of Doctor of Public Health, June 1927.)

Co-author of "Preliminary Report on the Control of Stream Pollution in Oregon." March, 1929.

"The Minor in Physical Education." Published in the Pentathlon, December, 1929.

"A Unified College Health Program" - presented before the American Student Health Assn., New York City, December, 1930; published in the Proceedings of the American Student Health Association.

"Health Education" - paper presented to Conference of City and County Health Officers under auspices Oregon State Board of Health; published in Northwest Medicine, January, 1931.

"The Problem of Providing Adequate Medical Supervision of Varsity Athletes by Student Health Service" - presented before American Student Health Association meeting in New York City, December 1931;

published in the *Proceedings* of the American Student Health Assn.

"The Future Development of Physical Education" - published in the *Journal of Health and Physical Education*, Vol. 3, No. 5; May, 1932.

"Teaching Hygiene to Teachers" - presented before the American Public Health Association, Western Branch, Denver, Colorado, June, 1932.

"On what Grounds Does Physical Education Warrant a Place in the Sun?" - presented before the Northwest Section of the American Physical Education Association. April, 1933.

Co-author of College Textbook, "The Practice of Personal Hygiene," published by Harper and Brothers, September, 1933.

Co-author of "Hygiene Guide-Book, Book I" - published by Harper Bros., Dec., 1934.
Co-author of "Hygiene Guide-Book, Book II" - published by Harper Bros., Dec., 1935.
Co-author of "Hygiene Guide-Book, Book III" - published by Harper Bros., Dec., 1938.

"Health Aspects of Physical Education Program" - presented to the N.W. Section of the American Physical Education Association, March, 1937; published in the *Journal of Health and Physical Education*, Dec., 1937.

"Intramurals as Part of the General Health and Physical Education Program" - presented before the American Physical Education Association meeting, New York City, April, 1937.

"The Relation of a Required Physical Education Program to Health Service, Health Instruction, and Health Supervision" - presented to the College Physical Education Association, December, 1938; published in the *Proceedings* of the College Directors' Society.

"The Organization of Health for a College." (Thesis presented in partial fulfillment of the requirements for the Degree of Doctor of Education, June, 1938).

"The Relation of Athletics to Physical Education" - presented to the American Association for Health, Physical Education and Recreation, April, 1939; published in the *Physical Educator*, February, 1941.

"School Health Education at the Crossroads," - published in *The Physical Educator*, April, 1941.

Author of ORIENTATION IN SCHOOL HEALTH, Harper & Bros., publishers, 1941.

"Building Health in the School Plant; Construction Features," published in *The Nations's Schools*, February, 1942.

Contributing Editor to The Research Quarterly, AAHPER.

Co-author of HEALTH PRINCIPLES AND PRACTICE, Mosby & Co., 1953.

"Contributions of Health Education to Physical Education," 57th Annual Proceedings of the College Physical Education Association, 1954.

Co-author of HEALTH PRINCIPLES AND PRACTICE, 2nd edition, revised, Mosby and Co., 1957.

PERSONAL DATA SHEET

Name: Mayshark, Cyrus

Date and Place of Birth: August 3, 1926; Atlantic City, New Jersey

Training:

B. A. Williams College 1949
M.Ed. Boston University 1952
H.S.D. Indiana University 1954
Work also taken at: Middlebury College 1943-44
Springfield College 1951
New York University 1948

Teaching and Related Experience:

Boston Y.M.C.A. - 1948-52 - Assistant Physical Director
Indiana University - 1952-54 - Teaching Fellowship
National Foundation for Infantile Paralysis - 1954-56
State Representative for Maine, New Hampshire and Vermont.
North Essex Council, Massachusetts, of B.S.A. - Summers of 1947 and 1948 - Aquatic Director
Consolidated School District 509CJ, Corvallis, Summer of 1959 - Pool Manager
Oregon State College - 1957 to date - Assistant Professor of Hygiene and Health Education

Organizations (professional):

Fellow in the American School Health Association
A.A.H.P.E.R.
Oregon Association for Health, Physical Education and Recreation
Phi Epsilon Kappa

Publications:

"Physical Education and the Democratic Way of Life," Assocation Forum, December, 1950.

"The Association's Share in Secretarial Development: Association Forum, September, 1951.

"The Unheralded Cagsters," Sports Illustrated, December, 1951; Elbak Publishing Company.

"A Health and Safety Attitude Scale for Seventh Grade"-Research Quarterly, March, 1956.

"A Critical Analysis of Attitude Measurement in Health Education - 1927-1957" - Research Quarterly, October 1958.

"Your Health and You" - A weekly health column appearing in Corvallis Gazette-Times.

PERSONAL DATA SHEET

Name: Milliken, Margaret Jean

Date and Place of Birth: August 17, 1920; Oregon City, Oregon

Schools, Colleges and Universities Attended Listed in Chronological Order:

Institution	Location	Date	Undergrad. or Grad	Major	Degrees or Diploma Received	Date
U. of Calif. at Los Angeles	Los Angeles, California	1955-56 Summer Session 1957	Doctoral Candidate	Educ.		
Ore. St. Col.	Corvallis, Ore.	1946-47	Graduate	Educ.	M. S.	1947
Ore. St. Col.	Corvallis, Oregon	1940-42	Undergraduate	Phys. Educ.	B. S.	1942
Linfield Col.	McMinnville, Oregon	1938-40	Undergraduate	Phys. Educ.	Jr. Col. Cert.	1940
West Linn High School	West Linn, Oregon	1934-38			H. S. Cert.	1938

Teaching and Related Experience:

Date	Title or Position	Subjects Taught	Institution or Organization	Employer
1947-59	Assoc. Prof.	Prof. Phys. Educ., Outdoor Educ., Prof. Phys. Educ. Adviser, Director of Camping Educ. Summer Session Workshops	O.S.C.	Oregon State System of Higher Education
1947-57	Dir. of Intramurals & Women's Rec. Association		Oregon State Col.	Oregon State System of Higher Education
1945-46	Asst. Exec.		Campfire Girls, Inc.	Portland Council of Campfire Girls
1942-44	Phys. Educ. Instructor	Health and Phys. Educ.	Marshfield Sr. High School	

Significant Professional Experience:

Director of Summer Camps
President and Field Executive, American Camping Association
Director, Oregon Outdoor Education Pilot Projects
Guest Lecturer, "Leadership in Camping," - University of British Columbia, Vancouver, B. C.

Professional Memberships:

American Assoc. for Health, Physical Education, and Recreation
American Camping Association
American Association of Supervision and Curriculum Development
National Society of Physical Educ. for Col. and Univ. Women
Outdoor Education Association
Conservation Education Association
Oregon Association for Health, Physical Education and Recreation
Oregon Camping Association
Western Society of Physical Educ. for College and University Women

Publications:

Co-author, Handbook for the State Girls Athletic Association
Author, Handbook for Presidents, American Camping Association

Articles: Camping Magazine, American Camping Association
Sports and Outing Guides, Division of Girls' and Women's Sports
American Assoc. for Health, Physical Education and Recreation
Author, Guide for School Camp Pilot Projects in Oregon, unpub. form.
Director, Outdoor Education Film, "Mrs. McCormick's Outdoor Classroom."

PERSONAL DATA SHEET

Name: Poling, Helen

Date and Place of Birth: June 10, 1899; The Dalles, Oregon

Training:

Oregon Agricultural College - 1918 - 1919 - Corvallis
Albany College - 1919 - Albany
Oregon College of Ed. - 1924 (summer school) Monmouth
(Public School Music)
Oregon State College - 1954-56 - Corvallis
(Degree B.S.)

Past Experience:

Supervision Music in Public Schools - Albany - 1924-25
Teacher - Public School Music - Jr. and High School, Kennewick, Washington 1945-46
Director of Recreation - Park View Homes, Kennewick, Washington - 1946
Music Supervisor, Senior High, Corvallis, Oregon - 1947
Supervisor, Corvallis Youth Center, Corvallis - 1949-56
Oregon State College - Sr. Instructor and Dance Accompanyist - P.E. for Women - 1956

Organizations (professional):

Oregon Association for Health, Physical Education and Recreation
American Association for Health, Physical Education and Recreation
National Recreation Association
National Association of Physical Education College Women
Western Society for Physical Education for College Women

PERSONAL DATA SHEET

Name: Seen, Eva M.

Date and Place of Birth: March 2, 1900; Sandoval, Illinois

Formal Education:

Place	School	Degree	Date
Galesburg, Illinois	High School	Diploma	1918
Galesburg, Illinois	Knox College	B. S.	1922
Madison, Wisconsin	University of Wis.	M. S.	1926
New York, New York	New York University	Ed.D.	1937

Teaching Experience:

Director of Phys. Educ. for Women, Oregon State College, Corvallis, Ore., 1935 -

Summer Camps and recreation positions at various times.

Supervisor of Phys. Educ., Central St. Teacher's Col., Stevens Pt. Wis., 1927-1934.

High School teacher of Physical Education, 1922-1925.

Organizations:

American Association for Health, Physical Education and Recreation
Western Section, National Camping Association
Western Society of Dept. of Physical Educ. for Women in Col. and Univ.
National Assoc. of Directors of Physical Education for College Women
N.W. Section, American Assoc. for Health, Physical Educ. and Recreation
Oregon State Association for Health, Physical Education and Recreation
American Camping Association

Publications:

"Co-Recreational Planning," - Commonwealth Review, Vol. 20, July, 1938, pp. 528-30.

"Physical Education in the Elementary Grades," - Oregon Education Journal, 1938.

Co-Recreational Study, Report of Fourteenth Annual Conference, Western Society of Department of Phys. Educ. for College Women, 1937.

Numerous articles in newspapers and State Association bulletins.

Professional addresses before local and state educational and service groups, conventions, etc.

Frequent radio presentations, KOAC.

PERSONAL DATA SHEET

Name: Seymour, Mary L.

Date and Place of Birth: January 24, 1925; Fort Apache, Arizona

Training:

A.B. - New York State Teachers University, Albany, New York - 1946
M.A. - Syracuse University - 1951
Hours beyond M.A.
- U.C.L.A.
- Arizona State University
- Oregon State College

Teaching Experience:

General Martin Central High School - Glenfield, N.Y. - 1946-49
Buckeye High School - Buckeye, Arizona - 1949-51
Osborn Schools - Phoenix, Arizona - 1951-54
Oregon State College - Corvallis, Oregon - 1954-
Portland Council Girl Scouts Camp Director - Summer 1957-58-59

Organizations (professional):

- AAHPER
- OAHPER
- N.E.A.
- American Camping Association
- National & Western Society for Physical Education for College Women

PERSONAL DATA SHEET

Name: Weir, Erma M.

Date and Place of Birth: December 10, 1908; Wolverton, Minnesota

Training:

Place	Diploma or Degree	Date	Major	Minors
Bemidji, Minn. High School	H. S. Diploma	1926		
State Teachers College Bemidji, Minnesota	Diploma	1928	Elem.	
State Teachers College Bemidji, Minnesota	B. E.	1936	Phys. Educ.	Geog., Sci., Political Science
Univ. of Washington Seattle, Washington	M. S.	1941	Phys. Educ.	Health Educ- & Civics

Additional Training:

Summer Sessions State Teachers College Bemidji, Minnesota	1926-1935 inc. and 1936.	Undergrad. work.

University of Washington - 1935,41,39 Grad. work toward degree.
School of Social Work, N.Y. City - 1953 Fall term, Special work in Soc. Studies.
One to four weeks special study on dance each summer at some folk dance school in the United States. This involves 17 additional listings which I will be happy to make if it is needed.

Teaching Experience:

1959-1945	Ore. St. College, Department of Physical Education and Education.
1945-1943	Seattle, Washington, West H. S. - Physical Education.
1943-1942	Seattle, Washington, Jr. H. S. - Physical Education.
1942-1941	Seattle, Washington, Elem. School - Math., Soc. Studies, Phys. Educ.
1940-1938	Sioux City, Iowa - H. S. - Phys. Educ., Health Education
1936-1938	Sioux City, Iowa - Jr. H. S. - Physical Education, Health Educ.
1935-1936	Bemidji, Minn. - State Teachers College - Supervising Teacher & Grad Student - Physical Education
1932-1935	Brainerd, Minn. - Jr. H. S. - Geog., Science, Physical Education.
1930-1932	Brainerd, Minn. - Elem. School - English, Math., City Supervisor of P.E.
1928-1930	Hallock, Minn. - Elementary School - Upper grades 6,7,8.

Summer Teaching Appointments:

1928-34 incl. 1936	St. Teachers Col. Bemidji, Minn.	Physical Education
1945	St. Teachers Col. Bemidji, Minn.	P.E. Workshop for Elem. Teachers - Tennis, Swimming, Folk Dance.
1946	Summer School of Educ. Victoria, B. C., Canada	P.E. for Elementary Teachers.
1948	O.S.C.	Workshop--folk and square dance.
1949	O.S.C. Monmouth Col. of Educ.	Folk and Square Dance P.E. for Elementary Teachers.
1950	Portland Ext. Summer School	Workshop in Square Dance Folk & Square Dance - regular classes
1951	U. of Washington, Seattle	Secondary School Rhythms Program
1952	U. of Washington, Seattle	Secondary School Rhythms Program
1953-54	Summer Sch. of Ed Ontario, Canada	Secondary School Rhythms Program
1955	U. of Washington Seattle, Wash.	Secondary School Rhythms Program
1956	Summer Sch. of Ed Ontario, Canada	Secondary School Rhythms Program
1957	O.S.C.	Workshop in Physical Education
1958	Summer Sch. of Ed. Ontario, Canada	Secondary School Rhythms Program

Related Teaching Experiences:

1930-34	Bemidji, Minn.	Conducted month-long Red Cross swim programs.
1950-51	Portland, Ore.	Conducted one-week-long square dance clinics.

1956 Bridgton, Maine - Staff member of folk dance camp - 2 weeks.
1956 Toronto, Ontario - Staff member of folk dance camp - 1 week.
1958 Bridgton, Maine - Staff member of folk dance camp - 3 weeks.
1958 Keene, New Hampshire - Staff member of folk dance camp - 1 week.

Organizations (professional):

Oregon Association for Health, Physical Education and Recreation
Northwest District AAHPER
National AAHPER
Western Society for College Women Physical Education Teachers

Publications:

American Folk Dance Handbook - available Coop. Bookstore.

DEPARTMENT OF SCIENCE EDUCATION

The Department of Science Education is under the general administration of the School of Education and the School of Science. Students majoring in the department may graduate from either school. The teacher education programs designed by the department prepare prospective teachers with majors and/or minors in junior high school general science and senior high school biology, physical science (chemistry and physics) and mathematics.

The prescribed curricula, for each teaching field, is designed to give both breadth and depth in the basic sciences. All students majoring in one of the science areas are required to complete a prescribed minimum number of hours in the area; i.e., General Science--49 hours; Biological Science--53 hours; Physical Science--57 hours; and mathematics--36 hours. A special graduate program for science and mathematics teachers has been in operation for the past eight years. This program provides additional preparation in the basic sciences through courses especially designed for high school science and mathematics teachers.

Fall term, 1959, there were 212 undergraduate majors in the Department of Science Education: Freshmen--33; Sophomores--48; Juniors--65; and Seniors--66. Approximately 72 undergraduate and graduate students in science education will complete certification requirements during the school year 1959-60.

Oregon State College, under the direction of the Department of Science Education, has its third Academic Year Institute program this year. This is a supplementary training program for high school science and mathematics teachers made possible by a grant of $273,500 from the National Science Foundation. Fifty selected teachers are participating in the program this year. Most of these students are working toward the Master of Science degree in General Science. In addition, there are thirty foreign science educators on the campus fall term: Iran--14; Japan--10; Poland--2; China--1; Venezuela--1; Peru--1; and Pakistan--1. Fall term, 1958, twenty-three foreign science educators were on the campus on a similar program. These are all Fulbright scholars. Four science educators from Ceylon are on the ICA program and will remain on the campus for the academic year.

The Department of Science Education has sponsored two Summer Institutes for fifty high school science teachers each summer through National Science Foundation Grants. The third institute will be held in the summer of 1960.

A temporary science teaching laboratory is located in Agriculture Hall 223. New offices and a science teaching laboratory, dark room, preparation room, and project room will be made available in the second wing of the new chemistry-physics building. This building will be completed early in 1961.

The science teaching laboratory has available most of the elementary and secondary standard science texts. These are available for use by undergraduate and graduate students in science education. Three sets of encyclopedias--World Book, Book of Knowledge, and Book of Popular Science are also available. In addition, the complete AAAS traveling library of science references is on loan to the department for the school year. The college library has adequate reference material in science education and numerous periodicals including: The Science Teacher; School Science and Mathematics; Science Education; The Physics Teacher; Journal of Chemical Education and many others.

The Curriculum

1. Teacher preparation programs. (See pages 144, 145, 146)

Student Teaching

Junior and senior high schools in central and western Oregon participate in the Science Education student teaching program. The school selected for each student teacher in science and mathematics is determined by students' college program, plan selected, and the extent to which the secondary school program meets the needs and interest of the student.

A student teacher may select one of two plans: (1) Live in the community and work in the school all day each school day (teaching three or four classes) for the entire term--16 credits; or (2) Work in the school one-half day, each school day, (teaching two or three classes) for the entire term--9 credits. During the student teaching experience, students are required to attend a weekly seminar, Ed 407, Problems in Student Teaching.

Supervision of Student Teachers

The four staff members in the Science Education Department are responsible for the supervision of student teachers in science and mathematics. Every attempt is made to visit each student teacher every week during the teaching experience. Conferences are held with the student teacher and periodically with the supervising teacher.

2. Courses in Science Education offered during the current year.

Munroe	Ed 200	Field Experience	Fall, Spring
Williamson	Ed 408b	Special Methods-Biological	Fall, Spring
Fox	Ed 408g	Special Methods-Physical	Fall, Spring
Craven	Ed 408f	Special Methods-Mathematics	Fall, Winter
Williamson	SEd 507	Problems in Science Teaching	Fall,Winter,Spring
Fox	SEd 591	Adm. & Supervision of Science Programs	Fall
Williamson	SEd 507	Current Trends in Sci. Educ.	Winter
Fox	SEd 594	Evaluation Techniques in Science Education	Spring
Williamson	SEd 592	Lab. Practicum in Biological Science	Winter
Fox	SEd 593	Lab. Practicum in Physical Science	Winter
Williamson	SEd 598	Sci. Curr. in Sec. Schools	Spring

SCHOOL OF EDUCATION
Department of Science Education
Student's Basic Four-year Program for B.S., B.A., or Ed.B.

Name ______________________________ (Last First Middle) ______________________________ (Transferred from Date)

FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
Eng Comp 3 P. E. 1 Gen. Hygiene 2 Military 1	Literature 3 Hist. Am. Civ. 3 Ext. Speech 3 P.E. 1 Military 1	School in Am. Life Ed 310 3 Economics 3 Field Experience Ed 200 2	Method & Mtls. Ed 408 3 Stud. Teach. *Ed 416 9-12 Science Ed. Seminar 1
Eng. Comp. 3 P. E. 1 Military 1	Literature 3 Hst. Am. Civ. 3 Psychology 3 P. E. 1 Military 1	Ed Psychology Ed 312 3 Gen. Sociology 3 Methods of Reading Ed 350 3	Student Teaching *Ed 416 9-12
Eng. Comp. 3 P. E. 1 Military 1	Literature 3 Hst. Am. Civ. 3 Psychology 3 P. E. 1	Am. Nat'l. Gov. 3 Human Development Psychology 311 3	

*2.5 G.P.A. in Teaching Majors Required for Ed. 416

SCIENCE EDUCATION MAJORS

General Science

G.S.	101	4	102	4	103	4
Ch	101	3	102	3	103	3
Ph	211	3	212	3		
G.S.	321	3	322	3	323	3
Z	374	3	375	3	376	4
G	352	3				

Biological Science

Z	201	3	202	3	203	3
Bot	201	3	202	3	203	3
Z	374	3	375	3	376	4
Bac	204	3	Ent 314	4		
Z	331	3	332	3	341	3
Psys Sci		3-5		3-5		3-5

Physical Science

Ch		5		5		5
Ch						
Ch	226	5	227	5	236	3
Ph	201	4	202	4	203	4
Ph	311	3	312	3	313	3
Bio Sci		3-4		3-4		3-4
Elec.		--		--		--

Mathematics

Mth	101	4	102	4	103	4
Mth	201	4	202	4	106	3
Mth	417	3	418	3	419	3
Elec.		3	--	--	--	

Teaching Minor

Education Courses (36 hrs.)			
Psy 201-202		3	3
Ed 200	2		
Ed 310	3		
Psy 311	3		
Ed 312		3	
Ed 350			3
Ed 408			3
Ed 416			9-12
Elective	___	___	___

Is Student Working for Teaching Certificate? ___

SCHOOL OF SCIENCE
Department of Science Education
Student's Basic Four-year Program for B.S. and B.A.

Name ______________________________ ______________________________
Last First Middle Transferred from Date

FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
Eng. Comp. 3 Bio. Sci.______ 3-4 Math. or Phys. Sci. Sequence 3-4 Military Sci. 1 P.E. 1	Literature 3 Speech 111 3 Military 1 P.E. 1	School in Am. Life Ed 310 3 Soc. Sci. 3 Field Experience Ed 200 2	Methods & Matls. Ed 408 3 Stud. Teaching *Ed 416 9-12
Eng. Comp. 3 Bio. Sci.______ 3-4 Math. or Phys. Sci.______ 3-4 Military 1 P.E. 1	Literature 3 Psychology 3 Military 1 P.E. 1	Ed. Psychology Ed 312 3 Soc. Science 3	Methods & Matls. Ed 408 3 Stud. Teaching *Ed 416 9-12
Eng. Comp. 3 Bio. Sci.______ 3-4 Math. or Phys. Sci. 3-4 Military 1 P.E. 1	Literature 3 Psychology 3 Military 1 P.E. 1	Human Develop. Psy. 311 3 Soc. Science 3 Methods in Reading Ed 350 3	Methods & Matls. Ed 408 3 Stud. Teaching *Ed 416 9-12

*2.5 G.P.A. in Teaching Majors for Student Teaching, Ed 416

Lower Division Science Sequences
1. ______________________
2. ______________________
3. ______________________

Upper Division Science (24 hrs.)
____
____
____

SCIENCE EDUCATION MAJORS

General Science

G.S.	101	4	102	4	103	4
Ch	101	3	102	3	103	3
Ph	211	3	212	3		
G.S.	321	3	322	3	323	3
Z	374	3	375	3	376	4
G	352	3				

Biological Science

Z	201	3	202	3	203	3
Bot	201	3	202	3	203	3
Z	374	3	375	3	376	4
Bac	204	3	Ent		314	4
Z	331	3	332	3	341	3
Phys Sci		3-5		3-5		3-5

Physical Science

Ch		3-5		3-5		3-5
Ch						
Ch	226	5	227	5	340	3
Ph	201	4	202	4	203	4
Ph	311	3	312	3	313	3
Bio Sci		3-4		3-4		3-4
Elec.		___		___		___

Education Courses

Psy 201-202		3	3
Ed 200	2		
Ed 310	3		
Psy 311	3		
Ed 312		3	
Ed 350			3
Ed 408			3
Ed 416			9-12

Mathematics

Mth	101	4	102	4	103	4
Mth	201	4	202	4	106	3
Mth	417	3	418	3	419	3
Elec.		3		___		___

Teaching Minor______________

______________ ____ ____ ____

______________ ____ ____ ____

______________ ____ ____ ____

______________ ____ ____ ____

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Is Student Working for Teaching Certificate?___________

3. All courses in Science Education (professional courses) and designated with the SEd prefix are at the graduate level. Special methods courses and designated with Ed prefix are Upper Division (senior level).

4. See (1) above.

5. Number of students majoring in science education, their degree granting schools, and specific teaching area are as follows:

	School of Education		School of Science		TOTALS
	Men	Women	Men	Women	
Freshmen					
General Science	1		1		2
Biology	3	1			4
Physical Science	4		2		6
Mathematics	11	7	1	2	21
					33 st
Sophomores					
General Science	1	3			4
Biology	5	4	1	2	12
Physical Science	6	2	3	2	13
Mathematics	9	7	3		19
					48 st
Juniors					
General Science	8	2	2	1	13
Biology	11	6	3	3	23
Physical Science	7	2	4		13
Mathematics	8	2	4	2	16
					65 st
Seniors					
General Science	8	4	6	1	19
Biology	7	1	6	2	16
Physical Science	2		6		8
Mathematics	17	1	2	3	23
					66 st
	108	42	44	18	212

6. See (1) above for undergraduate program.

In addition, a complete graduate program has been designed especially for high school science and mathematics teachers. Experienced teachers successfully completing program (30 hours in major - General Science and 15 hours in minor - Science, Education and/or

Science Education) are awarded the Masters of Science Degree in General Science. The following courses in this program are so arranged that they are repeated every fourth year.

Biological Science
Physical Science

Summer 1959

Bot 521 Taxonomy and Field Botany
Bot 571 Morphology of Lower Plants
Z 577 Ornithology
Z 578 Field Natural History

Ch 562 Advanced Inorganic Chem.
Ch 565 Organic Chemistry
Mth 592 Math. for H.S. Teachers (Algebra)
Ph 520 Astronomy
Ph 581 Modern Physics
G 511 Geology for Teachers
G 530 Geologic Hist. of Life

Summer 1960

Bot 570 Preparation of Botanical Materials
Bot 572 Morphology and Anatomy of Seed Plants
Z 554 Invertebrate Zoology
Z 556 Collection & Preparation of Zoological Materials

Mth 593 Math. for H. S. Teachers (Geometry)
G 552 Geology of Northwest
G 550 Rocks and Minerals
Ph 582 Modern Physics

Summer 1961

GS 511 Hist. of Biol. Science
GS 541 Bioecology
Z 541 Heredity
Z 560 Cells and Tissues

Ch 561 Advanced Inorganic Chem.
Ch 564 Organic Chemistry
Mth 591 Math. for H.S. Teachers (Arithmetic)
Ph 591 Meteorology

7. & 8. The courses offered in the teaching majors in science education are periodically evaluated by the department staff and further evaluated by the advisory committee on science education.

Committee membership is represented by one member from each of the major departments in the School of Science. They are appointed by their respective department chairmen to serve for a period of three years. They may be reappointed if they so desire and/or have sufficient time for and interest in the program.

The Committee is responsible for periodically vevlewing the major and minor programs in science education; for designing new programs (Summer and Academic Year Institutes), and for serving as consultants when needed. They recommend course additions and deletions. During the past two years, the committee drafting special institute proposals has assumed this role.

9. Chairman of department and entire staff study programs in other schools, consult with experienced teachers (supervisors) and institute (academic and summer) participants about improvements in the curriculum. This has been most helpful, especially in designing the graduate summer session program for science teachers.

10. Administration of Oregon State College (1954) appointed a committee to develop the basic philosophy and objectives of Oregon State College. The School of Education (1952) likewise has developed a statement of philosophy and objectives to serve as guide lines in developing the program. The Department of Science Education is at present working on a similar problem and will evaluate all courses from this frame of reference.

11. Student evaluations of staff and courses have aided in modifying the curriculum to better serve their needs.

12. & 13. See 8-9-10 above. In addition to the groups mentioned in 8-9-10, special consultants have been utilized. Dr. Phil Johnson, Cornell University (formerly Science Specialist, U.S. Office of Education); Dr. John Richardson, Professor of Science Education, Ohio State University; Dr. Herbert Smith, University of Kansas (on leave to U.S. Office of Education); Mr. Robert Carleton, Executive Secretary, NSTA; Dr. Ellsworth Obourn, U.S.

Office of Education; Dr. Don Stotler, Science Supervisor, Portland Public Schools, have provided valuable assistance in the development of the program. Graduates of Oregon State College are frequently called on to help evaluate the program.

Materials and Equipment in Science Education Department.

1. Physical Plant

A temporary science teaching laboratory has been provided the Science Education Department in Agricultural Hall, Room 223. A permanent laboratory, seminar room and office space is planned for the second section of the new chemistry-physics building. In addition to the room, three thousand dollars have been invested in equipment and materials suited to elementary and secondary school science.

Courses in elementary and secondary school science methods have laboratory sessions to familiarize prospective teachers with the essential materials and techniques needed to effectively teach science. The materials and equipment usually found in the public schools are made available to undergraduate and graduate students.

A library of professional books and complete sets of elementary and secondary science and mathematics textbooks are available in the Science Teaching Laboratory. In addition, the Popular Science Encyclopedia, Book of Knowledge, The World Books and the Encyclopedia of Scientific Terms are on loan from their respective publishers. Many supplementary teaching materials are also available in the room.

Instructional Staff

1. Personnel

Stanley E. Williamson, Chairman, Department of Science Education, Professor of Science Education, full-time (60% Education, 40% Science)

Fred W. Fox, Assistant Professor of Science Education (70% Education, 30% Science)

Gene F. Craven, Instructor in Science Education (50% Science Education, 50% General Science)

Cornelia Jean Munroe, Instructor in Science Education (60% Science Education, 40% General Science)

2. Organization, Meetings, and Committees

   a. All staff members attend School of Education and School of Science meetings. All authority of this group vested in these two schools.

   b. Eligible to vote on matters requiring voting in either school.

   c. Science Education department responsible for advising students interested in becoming science and mathematics teachers, for planning pre-service and in-service programs, and for supervising student teachers.

   d. Departmental meetings held monthly and more often when needed.

   e. Frequent meetings of the members in the Science Education Department are held to work on such problems as: counseling and advising students; supervision of student teachers; planning new course outlines; planning new teaching laboratory, and planning special institute programs. Because of small staff, we work as a committee.

   f. Notes on important decisions kept and/or developed into programs of action.

   g. No standing committees--department works as Committee with individual assignments.

   h. Staff developed School of Science and School of Science teacher preparation program for science and mathematics teachers. Assisted by the Advisory Committee on Science Education.

3. Selection, Promotion, and Dismissal

   a. Position defined (duties and responsibilities) and leading institutions contacted for their recommendations.

b. Chairman of Department, Deans of School of Education and School of Science participate in selection, with the Department Chairman making the final recommendation.

c. Same procedure as (b) above.

d. Same procedure as (b) above.

4. Teaching Load

Classes taught Fall Term

Williamson, S. E.

Ed 408b	3 hours	MW 9:00, S 8-9		15 regular	6 auditors
Ed 416	9 hours	Daily 8:00-4:00	Portland Lake Oswego Salem	5 regular	
SEd 507	3 hours	MThF 1:00		50 regular	
SEd 507	0 cr.	W 7:30-9:30		84 regular	

Director, Academic Year Institute 1959-60
Co-Director, Summer Institute
Co-Director, Oregon Academy of Science
Oregon Alcohol Education Committee
Adviser to graduate students--Masters and Doctorates
Adviser to Seniors in Science Education--66

Fox, Fred W.

Ed 408g	3 hours	MW 11:00, S 10:00-12:00		5 regular	10 auditors
SEd 507	3 hours	MWF 4:00		16 regular	
Ed 416	9 hours	Daily 8:00-4:00	Stayton Lebanon Salem	7 regular	
SEd 507	0 cr.	Th 3:00-5:00		30 regular	

Advise Juniors in Science Education--65
Academic Requirements Committee
Co-Director of Summer Institute

Craven, Gene (50% time)

Ed 408f	3 hours	Tu,Th,S 9:00		9 regular
Ed 416	9 hours	Daily 8:00-4:00	Albany Lebanon	7 regular
(GS 104)	4 hours	MWF 2:00		70 regular

Advise Freshmen--33

Munroe, Jean (Cornelia) (50%)

Ed 200	2 hours	TuTh 10:00		16 regular
Ed 416	9 hours	Daily 8:00-4:00	Corvallis Philomath	3 regular

Assist in Methods Courses. Ed 408b and Lab. Practicums
Advise Sophomores--48

Department of Science Education - S. E. Williamson, Chairman, Professor of Science Education; Fred W. Fox, Assistant Professor of Science Education; Gene F. Craven, Instructor in Science Education; Jean C. Munroe, Graduate Assistant.

Instruction:

1. Provisions for the improvement of instruction.

   a. Staff members are urged to use the regular College Teaching and Learning Appraisal Forms and/or one of their own design. They are encouraged to consider especially subject content, presentation, clarity, interest, and value of course to student.

      Conferences with staff members to discuss problems encountered in teaching are held and course outlines and syllabi are reviewed and evaluated.

   b. Competence of instruction is recognized through recommended salary increases and by promotion in rank.

   c. Regular staff meetings are held to discuss problems in science education in general and specific courses in the program in general. Methods and techniques of instruction are shared and discussed. Inter-department class visitations are encouraged. Every effort is made to develop a sense of personal responsibility, on the part of each staff member, to continuously evaluate their own competency in science education and their effectiveness in the classroom.

   d. No specific studies as such have been made regarding teaching procedures, examinations, marks or other problems but all are periodically discussed informally between staff members and in staff meetings.

   e. All courses in science education, related to the preparation of high school science teachers, have detailed outlines prepared. These are periodically evaluated and changes made as recommended by staff. Many of the courses have specific and detailed written units that are distributed to members of the various classes and that are used in teaching the courses. A sample of such unit is appended to this report.

2. Provisions for improving student achievement.

   a. All courses in science education (preparation of science teachers) are either senior or graduate level courses. Some provision is made for the differential abilities of the students through the differentiated assignments in library research in all courses and in laboratory procedures in the special methods courses and the Laboratory Practicums. Attempts are made to improve the instrumental skills of students in handling and repairing science equipment and in designing special apparatus. Individual interests and abilities are utilized wherever possible

b. Outstanding students in science education are recommended for the many honor societies including: Mortar Board, Phi Eta Sigma, Phi Kappa Phi, Sigma Xi, Kappa Delta Pi, Sigma Pi Sigma, Phi Lambda Upsilon, Phi Sigma, and Pi Mu Epsilon. In addition they are also recommended, and many have received numerous other honors and awards in the form of scholarships and campus recognition. Scholarship is encouraged in every way possible.

c. The following table reveals the ACE scores on 180 science education students fall term, 1959. Information was not readily available on transfer students.

ACE Decile	Fresh. No.	Soph. No.	Jrs. No.	Srs. No.	Total	% of Total for Sci. Education	% of Total for Sci.
1	2		1		3	1.5%	3.4%
2	3		4	3	10	5.5	5.2
3	3	3	5	3	14	8.	5.3
4	2	2	6	4	14	8.	7.1
5	1	5	3	3	12	6.5	7.5
6	5	1	7	5	18	10.	9.9
7	3	7	10	6	26	14.5	9.1
8	2	6	5	8	21	11.5	12.7
9	2	9	10	12	33	18.5	16.1
10	4	6	6	13	29	16.	21.8
TOTAL	27	39	57	57	180		

We believe that the ability distribution of students in science education is at least equal to and possibly better than average for the Oregon State College Campus. In the above table students in science education are compared with all students in the School of Science. It is interesting to note that 60.5% of the former and 59.7% of the latter are in the 7-8-9-10 deciles on the ACE test.

d. It is estimated that less than three percent (3%) of the students enrolled in science education were dropped from this department because of poor scholarship during the past academic year. Each staff member is responsible for advising one group of students--Craven - Freshmen; Munroe - Sophomores; Fox - Juniors; Williamson - Seniors; and emphasize the importance of scholarship in the preparation of science teachers.

e. Approximately twelve percent (12%) receive Work Progress Reports during any given term. Students are required to check with their advisers, their instructors, and steps recommended for improvement. Continued poor scholarship results in dismissal from the program. Since a 2.5 GPA is required in the subjects in the first teaching field, better than average scholarship is essential.

f. Many students are encouraged to take the course Ed 296, Leadership Training. They are also advised to work with high school age student groups in situations other than Ed 200, Field Experience. Such experiences as gained from scouts, summer camps, church related activities, etc. prove to be most beneficial.

PERSONAL DATA SHEET

Name: Craven, Gene Francis

Date and Place of Birth: February 14, 1927; Ottawa, Kansas

Training:

Hartford H. S., Hartford, Kansas. 1941-1942
Neosho Falls H.S., Neosho Falls, Kansas. 1942-1945--Diploma, May 1945.
Iola Jr. College, Iola, Kansas. January, 1950--June 1951
Kansas St. Teachers Col, Pittsburg, Kansas - September 1951 - June 1954
  B.S.Ed. Major: Physical Science - Minor: Mathematics
OSC - Corvallis, Oregon - 1955 Summer - June 1957-August 1958. September 1958 - Present (part time) Major: General Science - Minor: Chemistry

Teaching and related experience:

September 1959 - Present:
  Instructor at Oregon State College (.50 FTE in School of Education, .50 FTE in School of Science)
  Duties: Instructor in Science Education; counselor of Science Education Freshmen; supervision of student teachers; instructor in General Science
September 1958 - July 1959:
  .60 FTE at OSC, Department of Education
  Instructor in Science Education

September 1956 - June 1957:
Concordia High School, Concordia, Kansas
Teacher of Physics, Chemistry and General Science
Freshman class sponsor
Science Club sponsor

September 1954 - June 1956:
Bird City Rural High School, Bird City, Kansas
Teacher of Science and mathematics courses. (Physics, chemistry, biology, algebra I and II, general math.).

Organizations (professional):

National Science Teachers Association

PERSONAL DATA SHEET

Name: Fox, Fred Wayne

Date and Place of Birth: October 16, 1919; Union Township, Van Wert County, Ohio

Education:

Institution	Diploma or Degree	Date	Major	Minor
Van Wert, Ohio Public Schools	Diploma	June, 1937	Academic	
Miami University Oxford, Ohio	BSEd	June, 1942	Physical Science & Math.	P. E.
Ohio State Univ.	MA	August, 1949	Sci. Educ.	Sec. Ed.
Ohio State Univ.	PhD	August, 1957	Sci. Educ.	Sec. Ed. Teach. Ed. Guidance

Teaching Experience:

Oregon State College, January, 1957 to present

Miami Univ. and the Talawanda H. S., Oxford, Ohio
Chemistry, Physics, Agriculture in High School. Methods in Physical Science in School of Education. Fall, 1957.

Wm. McGuffey School, Miami University, Oxford, Ohio.
Chemistry, Phys., General Sci. in the H. S. Methods in Phys. Sci. in the School of Education. 1947-1957.

Organizations (professional):

National Science Teachers Association
Central Association of Science and Mathematics Teachers
Oregon Academy of Science
American Association of University Professors
Oregon Council of Teachers of Mathematics

Publications:

None

PERSONAL DATA SHEET

Name: Munroe, Cornelia Jean

Date and Place of Birth: June 12, 1926; Springfield, Massachusetts

Training:

University of Texas	1943-1945
	1953-1955
	B.A. 1955
University of Massachusetts	1945-1946
Del Mar College	1951 -- Summer
University St. Thomas	1955
University of Texas	1957-1959 -- M.A. 1959

Teaching and related experience:

Lewis-Clark Normal School (Division--Univ. of Idaho) 1958-1959. General Biol.
Vernon, Texas. 1956-1957. Chemistry
Houston, Texas. 1955-1956. General Science
Enfield, Conn. 1947-1948. First grade
Woodsboro, Texas. 1945--Spring

Organizations (professional):

Idaho Academy of Science
Second District (Idaho) Science and Math. Teachers Association

Publications:

Texas Junior Academy of Science Handbook (Revision).

PERSONAL DATA SHEET

Name: Williamson, Stanley E.

Date and Place of Birth: April 30, 1910; Sabetha, Kansas

Schools Attended:	Place	Degree	Date	Major	Minor
Honey Creek Union H.S.	Dawson, Neb.	Diploma	1923-1927	College Preparatory	
Neb. Wesleyan Univ.	Lincoln, Neb.	B.A.	1927-31	Biol. Sci.	Phys. Sci.
Columbia University	New York City	M.A.	1935-36	Sci. Educ.	Biol. Sci.
University of Oregon	Eugene, Oregon	Ed.D.	1936-1955	Education	Biol. Sci.

Teaching Experience:

Oregon St. College 1946-Present	Chm. Dept. of Science Education Director of Student Teaching
University of Oregon 1936-1946 University High School	Science Supervisor, Chm. of Dept. 1936-43 Vice-Principal & Principal - 1944-1946
Farnam Public Schools 1931-1936 Farnam, Nebraska	Head, Science Department & Vice-Principal - 1931-1933 Head, Science Department & Principal - 1933-1936

Organizations (professional):

National Science Teachers Association
National Association for Research in Science Teaching
American Association of University Professors
Association for Student Teaching
Oregon Secondary School Principals Association

Honerary

Phi Delta Kappa
Kappa Delta Pi
Phi Kappa Phi

Community Services:

Oregon Alcohol Education Committee -- Vice-Chairman
Ore. Sec. School Principals Association -- Administrative Committee

Publications:

"A High School Science Program" Curriculum Bulletin No. 17. U. of Oregon
"Independence of Plant and Animal Life" Curriculum Bulletin No. 17. U. of Ore.
Contributed part of Ch. XVII "The Educ. of the Sci. Teacher" NSSE Yearbook, Science Education

ELEMENTARY EDUCATION PROGRAM

The elementary program at Oregon State College began as a cooperative joint degree with Oregon College of Education, Monmouth, at the beginning of the 1951-1952 school year. The program continued under joint sponsorship until 1954. During the joint degree program the first three years of elementary education was offered at Oregon State and the senior year, which consisted of methods courses, student teaching, and the student seminar was held under the supervision of Oregon College of Education. The present four-year program began as a result of a recommendation of the Anderson Report. The first senior class to graduate consisted of 64 elementary education students who were certified to teach in June, 1956.

The Program

Elementary Education includes teaching in kindergarten through grades eight and nine where a school is organized as a junior high school administration unit and operated distinct from the senior high school. No minor areas are recommended for undergraduate students majoring in elementary education; rather students are encouraged to develop one or more interest areas, since they will, for the most part, be teaching in self-contained classrooms with sole responsibility for all or nearly all the subjects taught.

No graduate degrees are offered in elementary education at Oregon State College. However, since the 1955 summer session two graduate courses have been taught during summer sessions only: Education 553, Elementary School Curriculum and Education 554, Elementary School Supervision and Administration. One or more successful years of elementary teaching experience is a prerequisite for these graduate courses.

The elementary program was first evaluated on November 8-9, 1959, by a team of experts representing colleges, elementary administrators and classroom teachers sponsored by the Oregon State Department of Education. Approval was given at this time to the junior and senior years of the elementary program. The total elementary program, freshman through senior years, was approved for a five-year period following a second evaluation by the Oregon State Department of Education, March 5-6, 1956. Future plans call for another evaluation of the elementary program either winter or spring term of 1961.

During the 1959-60 fall term there were 585 elementary education majors, about 90 per cent of whom were women. Table I presents data showing the classification of elementary education majors by grade levels for the years 1956 through 1959-60.

TABLE I

Approximate Distribution of Elementary Majors by Grade Levels

	Freshman	Sophomore	Junior	Senior
1956-57	130	130	95	84
1957-58	135	155	135	108
1958-59	120	170	159	130
1959-60	145	141	154	146

As a necessary phase of readiness for student teachers at the elementary level, a laboratory course entitled Field Experience, Education 200, was begun for sophomores in 1954. As the elementary program grew it was soon apparent that revisions were necessary. Classrooms in Corvallis and Philomath could not handle all students. Dr. Margaret Lumpkin was delegated the responsibility to develop a new approach to this vital phase of teacher education. Beginning in the fall term of 1958, the course entitled Teacher Pupil and Society, Education 112, was combined with Field Experience, Education 200 and is offered for 2 hours credit to sophomores in elementary education to gain professional laboratory experiences in elementary schools in their home communities. This is done in September prior to the beginning of college courses. The following cover letter, which is being sent to school superintendents in the students' home communities, illustrates the careful planning that has been done to insure the success of this pre-student teaching program.

________________________________Superintendent

Dear Colleague:

In an effort to improve the preparation of our potential teachers, the School of Education at Oregon State College is embarking on an experiment in Field Experience. We invite you and your school system to participate in this plan.

Teachers in the field as well as our own staff and students feel that an early, direct classroom experience prior to upper division college work and student teaching will improve teacher training preparation. This experience will aid in evaluating the prospective teacher's professional interest and will make the ensuing college courses more meaningful.

In response to this need, the School of Education is initiating an introductory field work course at the sophomore level. With your cooperation, the laboratory phase of this course will consist of a minimum of two weeks for each student in a school in his community. This field work will occur in September before college begins. It is important that the student participate in the opening of school and continue for at least one week of classes.

We have consulted state department officials, various teachers and administrators in the field, and our staff and students. They have been receptive to this experiment and believe that it can pay educational dividends in public relations, in improving teacher preparation and in developing more interest in the profession.

Please read the enclosed information concerning this project. If it will be possible for your schools to cooperate with us in this effort to enrich the teacher training program, please forward the letter and two booklets to each principal involved as soon as possible.

We will appreciate any consideration you may give this program.

Sincerely,
F. R. Zeran, Dean

Approximately one hundred twenty-five students have requested permission to take the laboratory section of the course, Field Experience, in thirty-three Oregon schools, six California schools and three Washington schools during the school year 1959-60.

Student teaching at the elementary level is all done off-campus. The elementary program in student teaching began at Oregon State College in the school year 1955-1956 with sixty-four elementary student teachers in Corvallis and Portland. Table II reveals the rapid growth of this vital phase of teacher education.

A detailed explanation of the total student teaching program, elementary and secondary, is contained in the handbook "You and Student Teaching," revised, 1959. This handbook was designed to serve as a guide to the student teacher although much help is offered to the cooperating teacher and the new college supervisor.

Table II presents data concerning the addition of student teaching centers to handle the growing number of student teachers. Only one student teacher is assigned to a cooperating teacher. A policy of using one classroom a maximum of two terms per year has been established in all centers.

TABLE II
Summary of Elementary Student Teaching Program by Terms, 1956-1959

Number of Student Teachers	Year	Term	Center	Number of College Supervisors
14	1956	Fall	Portland	2
20	1956	Fall	Corvallis	2
3	1956	Winter	Portland	1
32	1957	Winter	Corvallis	4
15	1957	Spring	Corvallis	3
9	1957	Fall	Portland	1
24	1957	Fall	Corvallis	3
4	1957	Fall	Salem	1
4	1958	Winter	Portland	1
7	1958	Winter	Salem	1
4	1958	Winter	Philomath	1
23	1958	Winter	Corvallis	5
4	1958	Winter	Philomath	1
3	1958	Winter	Albany	1
20	1958	Winter	Corvallis	4
11	1959	Fall	Corvallis	2
14	1959	Fall	Salem	1
26	1959	Fall	Portland	3
3	1959	Fall	Philomath	1
2	1959	Fall	Albany	1
11	1959	Winter	Corvallis	3
9	1959	Winter	Salem	1
6	1959	Winter	Portland	1
4	1959	Winter	Philomath	1
3	1959	Winter	Albany	1
13	1959	Spring	Corvallis	3
6	1959	Spring	Portland	1
3	1959	Spring	Albany	1
29	1959	Fall	Portland	4
7	1959	Fall	Albany	1
6	1959	Fall	Salem	1
8	1959	Fall	Corvallis	3
3	1959	Fall	Philomath	1
6	1959	Fall	Coos Bay	1

It is contemplated that additional student teaching centers will be added as needed.

The elementary student teachers spend four and one-half days in the elementary school classrooms and attend a seminar, Education 407 - Problems in Teaching, the remaining half day. These seminars are conducted in the communities where the students teach. Instructors are also college supervisors to insure a closer relationship between the college methods courses and actual elementary classroom practices. Successful classroom teachers, supervisors, and administrators are invited to serve as resource persons on problems of teaching.

Two extension courses designed expressly to deal with problems of supervising elementary student teachers were offered in the fall term of 1955 and the winter term of 1956 to cooperating elementary classroom teachers in the Corvallis area. These courses were taught on a cooperative basis by Dean Zeran, Dr. Marksheffel, Dr. Leeland, and Dr. Hall. The course was entitled Seminar: Education 507.

Mrs. Smith, Placement Director of the School of Education, has indicated many superintendents have praised Oregon State College and the School of Education for the quality of the elementary teachers now at work in the classrooms. Beginnings of a student follow-up service is being carried out informally by elementary staff members visiting first year teachers to offer help and to receive suggestions for further improving the elementary teacher-education program. School of Education staff members are available on request of school district administrators for follow-up services as needed.

Following are the School of Education curricula for undergraduates in elementary education leading to the B.S. degree. It should be noted that as our program was under way and subjected to staff evaluations the amount of Physical Education required was reduced, that Language Arts and Reading Methods became two separate courses, Mathematics and Science Methods was increased from a 3-to 5-hour course, and that Methods and Materials: Social Science was increased from 2 to 3 credit hours.

1954-55 Curriculum in Elementary Education
B.S. Degree

Freshman Year	--Term Hours--		
	F	W	S
English Composition (Wr 111, 112, 113)	3	3	3
History of American Civilization (Hst 224, 225, 226)	3	3	3
Pupil, Teacher, and Society (Ed 111)	2	-	-
Mathematics for Elementary Teachers (Mth 211, 212)	-	3	3
Introductory Geography (Geog 105, 106)	-	3	3
Extempore Speaking (Sp 111)	3	-	-
[1]Physical Education	1	1	1
[2]Air, Military, or Naval Science (men) or electives	1-3	1-3	1-3
[3]Electives	3-4	2-3	2-3
	16	16	16
Sophomore Year			
Literature	-	3	3
Field Experience (Ed 200)	-	-	2
General Psychology (Psy 201, 202)	3	3	-
Fundamentals of Body Move. & Conditioning Exercise (PE 341)	-	-	2
Physical Science Survey (GS 104, 105)	4	4	-
Music Fundamentals (Mus 381, 382, 383)	3	3	3
School Programs in Elem. Physical Education (PE 340)	3	-	-
Physical Education	1	1	1
[2]Air, Military, or Naval Science (men)	1-3	1-3	1-3
[3]Electives	1-2	1-2	4-5
	16	16	16
Junior Year			
American School System (Ed 311)	3	-	-
Educational Psychology (Ed 312)	-	-	3
Methods in Teaching Social Science (Ed 332)	-	-	2
Teaching Math. and Science in Elementary School (Ed 333)	-	3	-
Art Methods (Ed 334)	-	-	2
Creative Arts & Crafts for Elem. Teachers (AA 311,312,313)	3	3	3
Biological Science Survey (GS 101, 102)	4	4	-
School Health Education (SEd 321)	3	-	-
School Health Services (SEd 322)	-	-	3
[3]Electives	3	6	3
	16	16	16
Senior Year			
Student Teaching (Ed 415)	-	12or	12
Language Arts & Reading Methods in Elementary School (Ed 331)	5	-	-
Rhythms and Dance (PE 342)	2	-	-
Games, Relays, and Team Activities (PE 343)	2	-	-
Children's Literature and Library (Eng 388)	3	-	-
[3]Electives	4	4-16	4-16
	16	16	16

[1] General Hygiene (PE 150, 1 term hr. for men; PE 160, 2 term hrs. for women) is taken one term in place of physical education.

[2] Women will have these hours as electives.

[3] Students planning to teach in Ore. must elect: Hst. of Ore. (Hst 377), 3 term hrs, and Ore. School Law and Ore. System of Educ. (Ed 316), 2 term hrs. A minimum of 21 term hrs. must be elected from at least 3 of the following fields: econ., hst., phil., political sci. science, sociology.

1955-56 Curriculum in Elementary Education
B.S. Degree

General Notes

a. Students planning to teach in Oregon must elect: History of Oregon (Hst 377), 3 term hours, and Oregon School Law and Oregon System of Education (Ed 316), 2 term hours.

b. General Hygiene (PE 150, 1 term hour for men; PE 160, 2 term hours for women) is taken one term in place of physical education.

	--Term Hours--		
	F	W	S
Freshman Year			
English Composition (Wr 111, 112, 113)	3	3	3
History of American Civilization (Hst 224, 225, 226)	3	3	3
Pupil, Teacher, and Society (Ed 111)	2	-	-
Mathematics for Elementary Teachers (Mth 211, 212)	-	3	3
Introductory Geography (Geog 105, 106)	-	3	3
Extempore Speaking (Sp 111)	3	-	-
Physical Education	1	1	1
Air, Military, or Naval Science (men) or electives	1-3	1-3	1-3
Electives	3-4	2-3	2-3
	16	16	16
Sophomore Year			
Literature	-	3	3
Field Experience (Ed 200)	-	-	2
General Psychology (Psy 201, 202)	3	3	-
Fundamentals of Body Movement and Conditioning Ex. (PE 341)	-	-	2
Physical Science Survey (GS 104, 105)	4	4	-
Music Fundamentals (Mus 381, 382)	3	3	-
Music for Elementary Teachers (Mus 383)	-	-	3
School Programs in Elementary Physical Education (PE 340)	3	-	-
Physical Education	1	1	1
Air, Military, or Naval Science (men) or electives	1-3	1-3	1-3
Electives	1-2	1-2	4-5
	16	16	16
Junior Year			
American School System (Ed 311)	3	-	-
Educational Psychology (Ed 312)	-	-	3
Methods in Teaching Social Science (Ed 332)	-	-	2
Teaching Math. and Science in Elem. School (Ed 333)	-	3	-
Art Methods (Ed 334)	-	-	2
Creative Arts & Crafts for Elem. Teachers (AA 311,312,313)	3	3	3
Biological Science Survey (GS 101, 102)	4	4	-
School Health Education (SEd 321)	3	-	-
School Health Services (SEd 322)	-	-	3
Human Development (Psy 311)	-	3	-
Electives	3	3	3
	16	16	16
Senior Year			
Student Teaching (Elementary) (Ed 415)	(12) or	12 or	12
Language Arts and Reading Methods in Elem. School (Ed 331)	5	(5)	-
Rhythms and Dance (PE 342)	2	(2)	-
Physical-Education Techniques (PE 343)	2	(2)	-
Children's Literature and Library (Eng 388)	3	(3)	-
Electives	4	4-16	4-16
	16	16	16

1956-57 Curriculum in Elementary Education
B.S. Degree

General Note

General Hygiene (PE 150, 1 term hour for men; PE 160, 2 term hours for women) is taken one term in place of physical education.

Freshman Year

	--Term Hours--		
	F	W	S
English Composition (Wr 111, 112, 113)	3	3	3
History of American Civilization (Hst 224, 225, 226)	3	3	3
Pupil, Teacher, and Society (Ed 111)	2	-	-
Mathematics for Elementary Teachers (Mth 211, 212)	-	3	3
Introductory Geography (Geog 105, 106)	-	3	3
Extempore Speaking (Sp 111)	3	-	-
Physical Education	1	1	1
Air, Military, or Naval Science (men) or electives	1-3	1-3	1-3
Electives	3-4	2-3	2-3
	16	16	16

Sophomore Year

	F	W	S
Literature	-	3	3
Field Experience (Ed 200)	-	-	2
General Psychology (Psy 201, 202)	3	3	-
Human Development (Psy 311)	-	-	3
Fundamental of Body Movement and Conditioning Ex (PE 341)	-	-	1
Physical Science Survey (GS 104, 105)	4	4	-
Music Fundamentals (Mus 381, 382)	3	3	-
Music for Elementary Teachers (Mus 383)	-	-	3
Rhythms and Dance (PE 342)	1	-	-
Physical Education	1	1	1
Air, Military, or Naval Science (men) or electives	1-3	1-3	1-3
Electives	2-4	0-2	0-2
	16	16-17	16

Junior Year

	F	W	S
School in American Life (Ed 310)	3	-	-
Educational Psychology: Learning (Ed 312)	-	-	3
Methods and Materials: Social Science (Ed 362)	-	-	2
Methods and Materials: Science and Arithmetic (Ed 358)	-	3	-
Games, Relays, and Team Activities (PE 343)	-	-	1
Creative Arts & Crafts for Elem. Teachers (AA 311,312,313)	3	3	3
Biological Science Survey (GS 101, 102)	4	4	-
School Health Education (SEd 321)	3	-	-
School Health Services (SEd 322)	-	-	3
Methods and Materials: Language Arts (Ed 361)	-	3	-
Electives	3	3	4
	16	16	16

Senior Year

	F	W	S
Student Teaching: Elementary (Ed 415)	12 any term		
Methods in Reading (Ed 350)	3 any term		
School Programs in Elementary Physical Education (PE 340)	3 any term		
Children's Literature (Eng 388)	3 any term		
Principles and Techniques of Speech Correction (Sp 492)	3 any term		
History of Oregon (Hst 377)	3 any term		
Electives	1-3 any term		
	16	16	16

1957-58 Curriculum in Elementary Education
B.S. Degree

General Note

General Hygiene (PE 150, 1 term hour for men; PE 160, 2 term hours for women) is taken one term in place of physical education.

	--Term Hours--		
	F	W	S
Freshman Year			
English Composition (Wr 111, 112, 113).	3	3	3
History of American Civilization (Hst 224,225,226).	3	3	3
Pupil, Teacher, and Society (Ed 112).	2	-	-
Mathematics for Elementary Teachers (Mth 211, 212).	-	3	3
Introductory Geography (Geog 105, 106).	-	3	3
Extempore Speaking (Sp 111)	3	-	-
Physical Education.	1	1	1
Air, Military, or Naval Science (men) or electives.	1-3	1-3	1-3
Electives	3-4	2-3	2-3
	16	16	16
Sophomore Year			
Literature.	-	3	3
Field Experience (Ed 200)	-	-	2
General Psychology (Psy 201, 202)	3	3	-
Human Development (Psy 311)	-	-	3
Fundamentals of Body Movement and Conditioning Ex (PE 341).	-	-	1
Physical Science Survey (GS 104, 105)	4	4	-
Music for Elementary Teachers (Mus 381, 382,383).	3	3	3
Rhythms and Dance (PE 342).	1	-	-
Physical Education.	1	1	1
Air, Military, or Naval Science (men) or electives.	1-3	1-3	1-3
Electives	2-4	0-2	0-2
	16	16-17	16
Junior Year			
School in American Life (Ed 310).	3	-	-
Educational Psychology: Learning (Ed 312).	-	-	3
Methods and Materials: Social Science (Ed 369)	-	-	2
Methods and Materials: Science and Arithmetic (Ed 368) . .	-	3	-
Games, Relays, and Team Activities (PE 343)	-	-	1
Creative Arts & Crafts for Elem. Teachers (AA 311,312,313).	3	3	3
Biological Science Survey (GS 101, 102)	4	4	-
School Health Education (SEd 321)	3	-	-
School Health Services SEd(322)	-	-	3
Methods and Materials: Language Arts (Ed 367).	-	3	-
Electives	3	3	4
	16	16	16
Senior Year			
Student Teaching: Elementary (Ed 415).	12 any term		
Methods in Reading (Ed 350)	3 any term		
School Programs in Elementary Physical Education (PE 340) .	3 any term		
Children's Literature (Eng 388)	3 any term		
Principles and Techniques of Speech Correction (Sp 492) . .	3 any term		
History of the Pacific Northwest (Hst 478).	3 any term		
Electives	1-3 any term		
	16	16	16

1958-59 Curriculum in Elementary Education
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	--Term Hours--		
	F	W	S
Freshman Year			
English Composition (Wr 111, 112, 113)	3	3	3
History of American Civilization (Hst 224, 225, 226)	3	3	3
Mathematics for Elementary Teachers (Mth 211, 212)	-	3	3
Introduction to Geography (Geog 105, 106)	-	3	3
Speech	3	-	-
P.E.	1	1	1
Military (men)	1	1	1
Electives	5-6	2-3	2-3
	16	16	16
Sophomore Year			
Literature	-	3	3
Field Experience (Ed 200)	(2) or	(2) or	(2)
Psychology (Psy 201, 202)	3	3	-
Human Development (Psy 311)	-	-	3
General Biology (GS 101, 102)	4	4	-
Music for Elementary Teachers (Mus. 381, 382, 383)	3	3	3
P.E.	1	1	1
Military (men)	1	1	1
Electives	4-5	1-2	3-4
	16	16	16
Junior Year			
School in Am Life (Ed 310)	3	-	-
Educational Psychology: Learning (Ed 312)	-	3	-
Methods and Materials: Social Science (Ed 369)	-	3	-
Methods and Materials: Science and Arithmetic (Ed 368)	-	-	5
Games & Relays for the Elementary School (PE 321)	-	-	1
Creative Arts and Crafts for Elem. Teachers (AA 311,312,313)	3	3	3
Physical Science Survey (GS 104, 105)	4	4	-
School Health Education (SEd 321)	3	-	-
School Health Services (SEd 322)	-	-	3
Methods and Materials: Language Arts (Ed 367)	-	3	-
Electives*	3	-	4
	16	16	16
Senior Year			
Student Teaching: Elementary (Ed 415)	(12) or	(12) or	(12)
Methods in Reading (Ed 350)	(3)"	(3)"	(3)
Physical Education in the Elementary School (PE 420)	(3)"	(3)"	(3)
Children's Literature (Eng 388)	(3)"	(3)"	(3)
Principles and Tech. of Speech Correction (Sp 493)	(3)"	(3)"	(3)
Electives*	4-16	4-16	4-16
	16	16	16

*Recommended electives: Wr 411 English Composition for Teachers
Ed 468 Diagnostic and Remedial Instruction in Reading
Hst 478 History of Pacific Northwest

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SCHOOL SERVICE PERSONNEL

I. Objectives

The educational program of School Service Personnel is embraced by the area of Guidance and Counseling at Oregon State College. The degree work with a major in Guidance is reserved to the graduate level. This is so since we believe that any one working in programs of school services with boys and girls should first of all be a successful teacher. Only in this way may you get to know them--be known and accepted by them--and to be known to and accepted by classroom teachers.

Students at the senior level are encouraged to take at least the basic course in guidance services. Since they intend to become teachers it is also recognized that they will as such perform some guidance functions. They will be in a much better position to carry out their guidance functions if they have an opportunity to know something about them in advance. In order to relate themselves to these functions, each one during the basic course develops a term paper. For example, this fall term some are preparing to be teachers of agriculture, business, home economics, industrial arts, physical education, science, trade and industrial education and elementary education. Each develops his paper in relation to his role as a classroom teacher (in his own teaching area) in a program of guidance services. This requires extensive reading, visits in schools, and research work connected with programs and teachers in schools.

At the master's level it is intended to develop teacher-counselor and college student personnel workers of the lower echelon. Some go into other types of work, such as vocational rehabilitation, industrial personnel, and youth agency work, but that is not our avowed interest. A broad inter-disciplinary education is believed to be necessary. Therefore, the minor of 15 hours must be in Psychology. Twelve (12) of the other thirty hours may be in areas outside of education, such as Sociology, or Family Relations, or Industrial Personnel. It is not our intention to develop specialists at the Master's level.

At the doctoral level our aim is to develop specialists. Besides having to have had successful teaching experience the applicant, to be considered, must also have had two years of successful counseling experience as a paid counselor. We also select our Ed.D. candidates from the applicants who apply. This is done on the basis of four letters of recommendation, experiences, G.R.E. results, scholastic records, and, if possible, an interview.

II. Organization and Administration

The School Service Personnel Program is administered by the School of Education. An individual seeks admission to Oregon State College. If he is admitted to the institution his application goes to the Graduate School where his papers are processed and sent to the major and minor departments. This request comes to the Dean's desk. In the case of master's candidates, action is taken immediately. In the case of doctoral applicants, forms and additional information are sent by the Dean of Education to the applicant. All Ed.D. applications are evaluated on March 15 of the year--for the following September admission.

Advisers are appointed at the master's level for the major and minor field (which must always be Psychology--see appended Option B). Program cards are completed and after signature by the Dean of the School of Education are sent to the Graduate School for action by the Graduate Council.

At the Ed.D. level, the major is guidance, one minor must be psychology, and the other minor can be in any field.

A major professor is appointed by the Dean of the School of Education as the student's adviser. This decision is usually based upon the dissertation interest of the candidate. Two other major department staff members, one from each minor department, and the Dean of the Graduate School comprise the committee. The committee meets to review the program of the candidate--and, if approved it goes to the Graduate Council. The same procedure is followed with the dissertation topic. Written preliminaries in subject matter are administered individually by departments and then the oral is administered by the committee. The dissertation is read by the committee, chapter by chapter as it is being written. In this manner the candidate has the advantage of committee assistance at all stages of his program. (It can now be seen why we limit the number of Ed.D. candidates.)

III. Personnel Program

Staff members, whose major area of experiences, training, and interest is in guidance, serve as advisers. At the Ed.D. level the adviser must also have a doctor's degree. Records are kept by the Graduate School, by the major and minor advisers and in the Dean's Office of the School of Education.

IV. Faculty

The faculty for the School Service Personnel Program are in the Schools of Education, Lower Division, Home Economics, and Business and Technology. In most instances, the students will also be in the same classes as students not specializing in guidance work. The faculty are all specialists in their areas and the programs are developed to meet the needs of the student doing graduate degree work.

During summer session the faculty is augmented by visiting staff members who are usually employed as guidance workers in the public schools.

V. Curricula

Attached to this report is the Ed.M. Option B program. This, however, is flexible and is shaped according to the needs of the candidate. All must take the first five courses listed and at least six hours of psychological tests and testing. Theory is combined with practical experience as indicated by item 5 and also the testing experiences listed under the Psychology minor.

VI. Professional Laboratory Experiences

Supervised counseling experiences are carried out in public schools; the college counseling and testing bureau; the juvenile court; vocational rehabilitation centers and offices; and in the reading and speech clinics. This is usually on a part-time basis since the student also carries additional courses. It may extend for several terms and through several different experiences.

VII. Facilities and Instructional Materials

We have a reading clinic in Education Hall and there is a speech clinic in Shepard Hall. We also have a counseling and testing bureau on this campus available to us for intern work. Public schools in Corvallis are used by us in our program. When we wish to give regular work experience programs in industry, business and retailing, as we have done several summers, we do so in the Portland-Vancouver area. Films, case records on records, role playing plays, tape recorders and tapes on interviews are all available and used in the training work. We also have an up-to-date test file and library in the area of guidance.

Requirements for Master's Degree in Guidance at Oregon State College

An individual desiring to major at the master's level in the field of Guidance must elect Option B. The minor must be in Psychology. The student completes 45 term hours of graduate work, but no thesis or field studies.

OPTION B (Major: Guidance) - 30 hours.

1. Principles and Practices of Guidance Services (Ed 485).
2. Occupational and Educational Information (Ed 486).
3. Counseling Techniques (Ed 487).
4. Diagnostic and Remedial Techniques in Reading (Ed 468).
5. Supervised Counseling Techniques (Ed 588).
6. Research Procedures in Education (Ed 512); or Measurements in Education (Ed 424); or Statistical Inference (St 421).

(Select four of the following courses with assistance of adviser).

7, 8, 9, 10. Counselor Training: Group Procedures (Ed 577) or Organization and Administration of Guidance Services (Ed 589); or the Maladjusted Child (Ed 463); or Psychology of the Exceptional Child (Ed 462); or Principles and Techniques of Speech Correction (Sp 493); or Psychology of Adolescence (Ed 461); or Psychology of Childhood (Ed 460); or The College Student (Ed 556); or Behavior of Young Children (Fl 421); or Family Relationships (Fl 422); or Parent Education (Fl 423); or Social Psychology (Soc 474); or Community Organizations (Soc 475); or Social Problems (Soc 411).

Minor (Psychology) - 15 hours.

At least six of the 15 hours must be in Psychological Tests and Testings.

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TEACHER PLACEMENT BUREAU

October 1, 1958--September 30, 1959
(Annual Report)

This report is concerned primarily with the results of assisting graduates to secure suitable positions and listing vacancies to help school administrators find candidates. This has been the busiest year in the history of the Oregon State College Teacher Placement Bureau. The year of 1959-60 promises to be even bigger. The work in this office is no small operation either workwise or moneywise. It would be hard to estimate the combined salaries of the people placed. During the year there were 376 new folders added to the already bulging files.

On October 14 the director held one large meeting of the seniors and graduate students planning to teach, also the youth activities and recreation people. At this meeting instruction was given on registering with and using the Teacher Placement Bureau, also on certification. In addition the director talked to several classes, advised students and worked to help them get certification. We have brought may folders up to date as well as adding the new ones.

The work of the Teacher Placement Director is most interesting because you are working with people 95% of the time. You have to know how to be on both sides of your desk at the same time; in case of the superintendent you have to be able to see his point of view and help him select the best candidate for his vacancy. You must see the student's point of view as well, and get him the best position possible, one in which he can serve well and be happy. It takes tact and understanding of people as well as knowing the school business well. I never miss an opportunity to become better acquainted with the schools and school people of the state.

During the period from October 1, 1958--September 30, 1959, there were 7,290 vacancies listed with this office. They were as follows:

Elementary (included kindergarten through 8th grade)		2,830
College (this included all subjects, however the majority were home economics and physical sciences)		988
Industry (this does not include the many listings that were sent to other schools on the campus		188
Administration		161
Superintendent	26	
Secondary	65	
Elementary	50	
Junior High School	13	
College	7	
Secondary Subject Listings		2,672
Home Economics	241	
Girls' Physical Education	274	
Boys' Physical Education and Coaching	117	
Mathematics	255	
Physical Sciences	105	
Life Sciences	107	
Industrial Arts	258	
Commercial	185	
English, Journalism, Speech	327	
Social Science	260	
Music (Instrumental and vocal)	213	
Art	96	
Latin	47	
Agriculture	30	
German	14	
Spanish and French	114	
Driver Education	29	
Elementary and Secondary		322
Special Education (this includes mentally retarded, speech correction, sight saving, reading, home teachers, hard of hearing, and remedial	220	
Library	102	

Recreation	30
Psychologist and Psychometrist	17
Counseling	44
Other (school nurses, cafeteria dietitians, et cetera)	38

During the year there were months when the vacancy listings were much greater. Following is a table listing vacancies by months:

October	63	April	1,174
November	132	May	1,015
December	366	June	755
January	1,003	July	496
February	838	August	159
March	1,245	September	44

I am certain that many of these listings are repetitions, by this I mean they were listed in one combination of subjects and later changed to other combinations as staffs were being filled. There were many requests that just stated several elementary teachers or teachers in all high school subjects needed. These we did not count in the above data.

College Placement

Corvallis is not on the regular traveling route to the Midwest and East taken by the college presidents en route to conferences. However, we had five college presidents on campus to interview candidates. We were fortunate in making several placements listed below. There are no doubt others of which we have no confirmation.

ATKINSON, Pearl	Reed College
BAKER, Everett D.	Cerritos College
BORCHGREVINK, Nancy C.	Lower Columbia Junior College
BRUSH, Robert J.	Illinois State Normal University

CANTRELL, Dorothy	Los Angeles State College
CLAPP, Vance C.	Wayland College
CORDIAL, James E.	Oregon Technical Institute
DUNCAN, Barbara J.	Cornell University
HINCKLEY, Edwin C., Jr.	Stout Institute
HOGARTH, Karen	Graduate Assistant University of Wisconsin
HOOD, Wayne M.	Southern Oregon College
HUDSON, William W.	Central Oregon College
JARVIS, Helen W.	Fresno State College
JONES, Alvin	Central Oregon College
LARSON, Barbara J.	Portland State College
LEHMAN, Alice E.	Portland State College
SOLLIE, Alice J.	Fresno State College
THAW, Richard F.	San Jose State College
TIBBITTS, Forrest Donald	University of Nevada
BOCKIAN, Albert H.	Fullerton Junior College
DRAPER, Roy E.	Yuba College
GRINER, Verda M.	Los Angeles Junior College
MORSE, Alice Nadine	Fresno State College
NELSON, Edward N.	Clark College
NELSON, William D.	Clark College
RIO, Sheldon T.	Western Washington College of Education
TOBIN, Louise A.	Central Washington College of Education
WEBER, Harry L.	Oregon Technical Institute
ZARKOWSKI, Frank E.	Oregon Technical Institute

It is one of the aims of the placement bureau to make a special effort in college placement.

High School Placement

The problems of high school placement are much greater due to the number of registrants and vacancies listed. It is the hope of the placement bureau personnel that the information here given will have significant meaning for the advisers. By far the majority of the positions listed had more than one teaching field. They were listed under the field requiring the most time. Advisers should note this and encourage their advisees to develop second teaching fields.

Standards for Public High Schools in Oregon are the qualifications used to determine abilities to teach in a subject field. Sciences (not including biology and general science) and mathematics continue to be the fields in which shortages exist. A problem which cannot appear on the tables is the married or to be married young women whose husbands are still in school. This creates an oversupply of teachers in the vicinity of Corvallis. An example is home economics. At the present time we have at least one dozen vocational home economics teachers who have to be in Corvallis or within commuting distance. If all home economics positions in this area should suddenly become vacant, we would still have an oversupply. The same problem applies to other fields but to a lesser degree.

Placements

	Registrants	
	New	Old
New positions	283	230
Same positions	14	146
In school	15	9
Deferred (military, married, etc.)	41	25
In other positions	23	32
Total	376	442

We are quite certain that many of the deferred are working but we have no facts on this. It is also quite possible that several of the registrants that we have listed under returned to same position could have taken a new position without our knowledge. We have no count on the number of folders that we have brought up to date for people who did not want to seek another position. We believe an honest estimate would be at least one hundred to one hundred twenty-five.

Much of the Director's time is spent in working with students and the Registrar's office on certification. She makes out all C-2 forms for the Registrar to sign. This creates continual calling back and forth between the offices due to the fact that C-2 forms are sent to her for people not registered with the placement bureau. Knowing nothing about the individual and not having a transcript causes much frustration for both the director and the person trying to get a teaching certificate. There needs to be something worked out to take care of this situation.

The minimum salary received was $3800 and the maximum $5772 for beginning teachers, the average beginning salary being about $4,100 to $4,600.

We had 185 administrators on our campus for interviews. They held 1,404 interviews, many of the candidates meeting with five or more administrators. Most of the interviews were in February, March, April and May. Each interview was carefully scheduled for the amount of time the administrator requested. The preliminary work consisted of notifying the candidate and scheduling the time with them and writing the administrator confirming the date and time of his visit. We then typed three copies of each administrator's schedule, one for the secretary, one for the director, and one for the administrator. Then the sets of books were made for the candidates to be interviewed and for those who were interested but unable to attend the interview. These were shown to the administrator. I would hate to even try to guess the number of sets of confidential papers we have sent out.

All of this work could not have been accomplished by two people without the excellent cooperation that we have had from the other faculty members in the School of Education. We have had encouragement, understanding and support from Dean Zeran, which has been of much value to the success and smooth running of the Teacher Placement Bureau. We do appreciate this cooperation and support and thank each of you.

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- Staff -
DEPARTMENT OF EDUCATION
(Professional Education Courses)

PERSONAL DATA SHEET

Name: Baron, Robert B. Denis

Date and Place of Birth: September 23, 1907; Cranbrook, B. C., Canada
(naturalized citizen U.S.)

Training:

High School - King Edward High, College preparatory program, (Jr. Matriculation)

University of B.C. (Senior matriculation)
Vancouver Normal School (Teaching Certification - first class)
University of Alberta - Liberal Arts - B.A. 1940
    Major-Social Science
    Minor-Philosophy and Language
University of Alberta - Education - B. Education - 1942
    Major-Education
    Minor-Social Science
University of Alberta - Master's Program - M. Education - 1945
    Major-Education
    Minor-Philosophy (Psychology in department of Philosophy)
University of Southern California (Ph.D. - 1948)
    Major-Guidance (and Educational Psychology)
    Minor-Psychology (and Psychometrics)

Experience:

1954-1959 - Associate Professor of Education, Oregon State College
1952-1954 - Professor of Education
    Director of Child Study Center, Buffalo State Teachers, State University, New York
1948-1952 - Assistant Professor (1948-50)
    - Associate Professor of Education and Psychology (1950-52) Oregon College of Education, Monmouth, Oregon
    - Director, O.C.E. Polk County Guidance Service for Children (1950-52)
    - Director, Testing Bureau and Guidance Center (1948-1952)
1947-1948 - Asst. Director, Testing Bureau, Univ. of So. Calif. (full-time)
1945-1947 - Teaching fellowship, Gen. Psy., Univ. of So. California (half-time)
1941-1945 - Asst. Principal, Jr. H. S., Edmonton, Alberta (Grades 7,8,9) Social Studies and Science
1939-1945 - High School Teacher, Edmonton, Alberta (Social Studies, Science, General Mathematics, English, Music)

1930-1934 - Teacher and Asst. Principal, Ashcroft Superior School, Aschroft, B.C.
1928-1930 - Richmond Elementary School, Classroom teacher (4th grade and P.E.)

Publications:

1949. Education. Mental Health Characteristics and Classroom Social Status
1951. Sociometry. Personal Social Characteristics and Classroom Social Status
1952. Harper and Brothers. Mental Hygiene and Life (co-author)
1958. McGraw-Hill. Evaluation Techniques for Classroom Teachers (co-author)
1959. Workbook in Educational Psychology (co-author with Dr. R.R. Reichart)
1959. Telecourse Information and Study Guide (with Dr. R. R. Reichart)

Television

1958. (spring) Education 312 - Educational Psychology
Inter-institutional TV experiment with Dr. R.R. Reichart
1959. (winter) Education 312 - Telecourse: How We Learn? (for General Extension Division)

Organizations:

National Education Association
American Education Research Association
American Psychological Association
Oregon Cooperative Testing Service (consultant to schools)

Campus

Oregon State Employees Association
Faculty Senate
Graduate Committee (School of Education)

PERSONAL DATA SHEET

Name: Clinton, Riley Jenkins - Professor of Education

Date and Place of Birth: April 12, 1894; Bangert, Missouri

Formal Education:

Institution	Location	Diploma Degree	Date	Major	Minor
Normal Train. School	Steelville Missouri	Diploma Cert.	1912	Elementary Education	
H. S.	"	Diploma	1916	Col. Preparatory	
Univ. of Mo.	Columbia, Mo.	A. B.	1922	History	Political Sci.
Univ. of Mo.	"	B. S.	1922	Adm. Supervision	
Univ. of Mo.	"	M. A.	1925	Ed. Psy.	Education

Institution	Location	Diploma Degree	Date	Major	Minor
Stanford U.	Palo Alto	Ed. D.	1933	Admin. & Supervision	Meas. & Stat. Psych. & Hst.
Teachers Col. Columbia U.	New York, New York	Post-doctorate (Summer Scholarship)	1933	College Administration and College Teaching	

Teaching and Administrative Experience:

Institution	Location	Date	Type of Position
Oregon St. Col.	Corvallis, Ore.	1928-Present	Assoc. Prof. Educ.--1928-1923 Prof. of Educ.--1933-present
Oregon St. Col.	Corvallis, Ore.	Summer Sessions except, 1959,56,39,33	
Univ. of Alberta	Edmonton, Canada	Summer Sess. 1959	Visiting Prof. of Educ.
Fresno St. Col.	Fresno, Calif.	Summer Sess. 1956	Visiting Prof. of Educ.
Univ. of Hawaii	Honolulu, T.H.	Summer Sess. 1939	Visiting Prof. of Educ.
Teachers Col. Columbia Univ.	New York, New York	Scholarship 1933	Col. Admin. and Col. Teaching
Stanford Univ.	Palo Alto, Calif.	Cubberley Teaching Fellow in School Admin. Summer 1927-Fall 1928	
Stanfor Univ.	Palo Alto, Calif.	Research Asst. in Psy., 1927-1928	
Principal, H.S.	Nampa, Idaho	1925-1927	Adm. & Supervision of H.S.
St. Normal School	Albion, Idaho	Summer 1926	Professor of Elem. Education
Principal Poplar Bluff H.S.	Poplar Bluff, Missouri	1923-1924	Adm. & Supervision H.S.
V-Principal Sedalia H.S.	Sedalia, Mo.	1922-1923	Adm. & Supervision H.S. (In administrative charge of afternoon in 2-session day)
Elem. School	Steelville, Mo.	1916-1917	Principal & Teacher in 4-room school
Elem. School	Cuba, Missouri	1912-1914	Teacher in one-room Elem. School
Westpoint-Annapolis Coaching School	Columbia, Mo.	1924-1925	Taught English to 100 boys who had their appointments to Westpoint and Annampolis

Scholarships and Fellowships:

Cubberley Teaching Fellowship in School Administration, Stanford University, Summer 1927 - Fall 1928

Research Assistant in Psychology, Stanford University, 1927-28

Scholarship in College Administration and College Teaching, Teachers College, Columbia University, Summer 1933

Honorary and Professional Fraternities:

Delta Theta Phi--Law
Phi Delta Kappa--Education
Tau Psi Epsilon--Psychology
Kappa Delta Pi--Education

Publications:

Principles and Techniques of Teaching
Scientific Approach to Educational Measurements
Oregon School System and Law
Research and Thesis Writing

Published Standardized Tests:

Clinton-Walker Tests in General Farm Mechanics of High Schools and Colleges, Forms A and B
Clinton-LeMaster Tests for General Business Law for High Schools and Colleges, Forms A and B
Clinton-Osborn-Ware Tests for General Chemistry for High Schools and Colleges, Forms A and B
Clinton General Vocabulary Tests, Forms A and B
Clinton-Castle Self-Rating Blank for County School Superintendents
Clinton-Magruder-Chambers Tests in American Civics and Government for High Schools and Colleges, Forms A and B
Clinton Mechanical Ability Tests
- Assembly Test, Forms H and M
- Curly-Cube Block Tests, Forms I and II
- Special Relations Tests, Forms X and Y
- Peg-Board Tests of Speed and Coordination
- Motor-Mental Coordination and Manipulation Tests

Professional Magazines:

Several articles have been published in professional magazines.

PERSONAL DATA SHEET

Name: Goode, Delmer Morrison

Date and Place of Birth: 1889; Rose Creek, Minnesota

Education:

Ashby High School, Minnesota (three years, then entered Moorhead)
Moorhead State Teachers College, Advanced Diploma, 1909
University of Minnesota, B.A. with Distinction, 1916
University of Chicago, one quarter 1915
OSC, part-time study equal to one year, M.A., 1938
University of Oregon, part-time study equal to one year (psychology) 1937-39
Stanford University, one summer 1936 and one year 1939-40
(Completed all Ed.D. requirements including final written and oral examinations, except dissertation)

Teaching experience:

1943	O.S.C.	(Seminar in College and University Teaching ((Spring or Winter annually, summer annually 1952) (Individual Study: Ed 501, Ed 505, CC 509, CC 507, etc., (various years (Workshop in College and University Teaching, summers 1956
1926 1925	Summers	Course in Scout mastership, Oregon State College
1916-18		Superintendent of Schools, Clarkfield, Minnesota (some high school teaching)
1912-15		Superintendent of Schools, Pine River, Minnesota
1909-11		Principal of Schools, Omemee, North Dakota
1907-08		Rural School Teacher, North Dakota, 9 1/2 months

Organizations:

Phi Kappa Phi (President, Oregon State Chapter, 1938-39)
Phi Delta Kappa (Eta Chapter, University of Minnesota)
Kappa Delta Pi (Honorary member, Counselor of Oregon State Chapter) 1950-54
Phi Eta Sigma
Epsilon Sigma Phi
Alpha Phi Omega
National Writers Club (Professional)

Silver Beaver Award, Boy Scouts of America, 1947
National Merit Award, Acacia Fraternity, 1956

Publications:

Articles in: Higher Education, American Association of Collegiate Registrars Bulletin, Journal of Dental Education, Triad of Acacia Fraternity, Oregon Stater
Editor (and contributor), "Improving College and University Teaching"
"Seventy College Teaching Procedure, (several printings, wide distribution)
"These Books Were Stimulating: One Hundred Books on College and University Teaching" (orginally prepared as reading list for Ed 557, but has sold over the years in many states)
"College and University Teaching: A Seminar Guide" (distributed only to members of Seminar Ed 557)

PERSONAL DATA SHEET

Name: Hall, Jack Vernon

Date and Place of Birth: August 9, 1913; Port Ludlow, Washington

Education:

Place	Date	Degree	Major	Minor
Colorado State Col. of Education	1951	Ed.D	Elementary Education	Psy. History
Colorado State Col. of Education	1947	M.A.	Elementary Education	Administration
Central Washington Col. of Education	1944	B.A.	History	Elem. Educ. & Adm.
Ilwaco H.S., Ilwaco, Washington	1933	H.S. Diploma		

Experience:

1. Oregon State College, Corvallis
    - A. Assistant Professor of elementary education
    - B. Supervisor of elementary student teachers involving daily classroom visits to all grades, kindergarten-eighth 1954-Present
    - C. Coordinator, Elementary Student Teaching
    - D. Ed. 369, Methods and Materials, Social Science, elementary, 3 hours
    - E. Ed. 407, Seminar: Problems in Elementary Student Teaching, 3 hours
    - F. Ed. 553, Elementary School Curriculum, 4 hours
    - G. Ed. 554, Elementary School Supervision and Administration, 4 hours
    - H. Advisor, Freshmen Elementary Education majors

2. Iowa State Teachers College, Cedar Falls
    - A. Principal of Campus School 1952-1954
    - B. Taught Methods and Materials of Arithmetic 1952-1954
    - C. Participated in Dr. Henry Van Engen's pilot study, "General Mental Functions Associated with Division 1954

3. Kansas State Teachers College, Pittsburg
    - A. Principal of laboratory school and director of elementary education 1951-1952
    - B. Taught Methods and Materials of Arithmetic 1951-1952

4. Central Washington College of Education, Ellensburg
    - A. Fourth grade supervisor and demonstration teacher 1948-1949
    - B. Sixth grade supervisor and demonstration teacher 1949-1959
    - C. Acting director of elementary school (summer session) Taught Methods and Materials of Arithmetic 1950

5. Kelso, Washington Public Schools	
A. Fourth, fifth and sixth grade teacher	1940-1945
B. City supervisor of audio-visual materials and eighth grade teacher	1945-1946
C. Elementary supervisor (five schools, sixty teachers)	1946-1948

Supplementary Experiences:

1. Mathematics adviser to Mr. Fred Patton, Oregon State Textbook Commission, 1958.
2. Member of present committee for writing Oregon State criteria for the election of arithmetic textbooks.
3. Member of present committee which is writing a new Oregon State Mathematics Course of Study.
4. Director of numerous arithmetic workshops and institutes in Washington, Oregon, Kansas, and Iowa.
5. Arithmetic consultant for World Book Company in Iowa, Nebraska, Illinois, Oregon, and Washington.
6. Delivered several papers on arithmetic problem-solving at National Council of Teachers of Mathematics meetings.
7. Addressed in-service meeting of Portland, Oregon elementary teachers in October, 1958.
8. Currently writing a monograph on arithmetic problem-solving.

Publications:

M.A. Thesis: Ability of Sixth Grade Children to Solve Arithmetic Problems Without Pencil and Paper.

Ed.D. Field Study 1. Business Uses of Mental Arithmetic in Ellensburg, Washington.

Ed.D. Field Study 2. The Ability of Elementary Teachers in Training Sixth Grade Children to Solve Certain Arithmetic Problems Mentally, and In Any Manner. (This study included extensive examination and evaluation of elementary arithmetic textbooks.)

Magazine Articles:

1. "Selling Defense Bonds in Arithmetic," *Washington Education Journal*, January, 1942.
2. "Oral Aids to Problem-solving," *Elementary School Journal*, December, 1942.
3. "Oral Aids to Problem Analysis," *Instructor*, January, 1946.
4. "Solving Verbal Arithmetic Problems without Pencil and Paper," *Elementary School Journal*, December, 1947.
5. "Color Clarifies Arithmetic Processes," *Elementary School Journal*, October, 1949.
6. "Self-Starter Approach to Fractions," *The Mathematics Teacher*, November, 1950.

7. "Business Uses of Mental Arithmetic in Ellensburg, Washington," *Journal of Educational Research*, January, 1953.
8. "Mental Arithmetic: Misunderstood Terms and Meanings," *Elementary School Journal*, February, 1954.

Monographs:

1. *Solving Arithmetic Problems Mentally*, Educational Service Publications, Iowa State Teachers College, Cedar Falls, October, 1954.
2. *Opportunities for Solving Arithmetic Problems Mentally*, Row, Peterson and Co., 1959.
3. *From Teacher-Pupil Questions Number Thinking Grows*, to be published by Row, Peterson and Co., 1960.

Organizations (professional):

Phi Delta Kappa
Kappa Delta Pi
N.E.A.
Association for Student Teaching
A.A.C.T.E.
Adviser for F.T.A.
Member of (2) State of Ore. Educ. Assn.
T.E.P.S. Commission
County Chairman of T.E.P.S.

PERSONAL DATA SHEET

Name: Leeland, Albert L.

Date and Place of Birth: April 14, 1917; Karval, Colorado

Training:

Institution	Degree	Date	Major	Minor
Hugo, Colorado	H.S. Diploma	1931-35	Col. Prep.	
Union College		1935-37	Education	
		1939-40	Elem. Educ.	Sci.-Soc.Sci.
Colorado St.Col. of Ed.	B.A.	1946-47		
Colorado St.Col. of Ed.	M.A.	1948-49		
Columbia Teachers Col.	Ed.D.	1949-51	Curr. & Teach.	Teacher Educ.

Teaching or Related Experiences:

1954-1958	School of Education, Oregon State College
1957 S. S.	College of Idaho
1951-1954	Campus Elementary School, Iowa State Teachers College
1949 S. S.	Southern Idaho College of Education
1947-1948	Elementary - Kamehomeho Schools, Honolulu
1941-1942	La Junta, Colorado - Elementary
1940-1941	Rural School, Colorado

Organizations:

Phi Delta Kappa

Publications:

None

PERSONAL DATA SHEET

Name: Lemon, Berlan

Date and Place of Birth: March 21, 1920; Corvallis, Oregon

Training:

Institution	Place	Degree or Diploma	Date	Major	Minor
Corvallis H. S.	Corvallis, Ore.	Diploma	June 1937		
Oregon St. Col.	Corvallis, Ore.	B.S.	June 1941	Educ.	Science
Univ. of Oregon	Eugene, Oregon	M.S.	1948	Psych.	Science
Univ. of Wash.	Seattle, Wash.		1947-50	Psych.	Education

Teaching Experience:

Dates	Place	Position
1947-1950	University of Washington	Acting Associate in Psychology
1950-1959	Portland, Oregon	Executive Secretary Oregon Alcohol Education Committee

(In this position I participated in the development of educational materials including a manual of Alcohol Education for the State Department of Education and gave lectures before high school and college classes and workshop classes.)

Organizations:

Kappa Delta Pi
Sigma Xi

Publications:

None

PERSONAL DATA SHEET

Name: Lumpkin, Margaret C.

Date and Place of Birth: April, 1924; Franklinton, North Carolina

Training:

Institution	Degree	Date	Major	Minor
Franklinton High School		1940		
Women's College of U.N.C.	B. S.	1944	P. E.	Biology
Wellesley College Wellesley, Mass.	M. S.	1945	Hygiene	P. E.
University of Hawaii	None (Summer)	1951		
Oregon State College	Ed.D	1957	Education	Guidance & P.E.

Teaching or Related Experiences:

1955-1959	Oregon State College, Elementary Education
1954-1955	Corvallis High School, Corvallis, Oregon
1953-1954	Oregon State College, Assistant Dean of Women
1948-1953	Oregon State College, Assistant Professor Women's P. E.
1945-1948	Mary Washington College of University of Virginia Women's P.E.
1944-1945	Dona Hall School, Wellesley, Massachusetts - Part-time Instructor
1942-1952	Camp Counselor - Maine, Vermont, North Carolina, Pennsylvania, Oregon
1953-	Director, Private Camp for Girls 9-17; boys 8-12

Organizations (professional):

American Personnel & Guidance Association
Council for Basic Education
(College Division) Phi Kappa Phi
Calso American Camping Association

Publications:

None in field of Elementary Education; (5 articles in P.E. and articles in Camping)

Name: Marksheffel, Ned D.

Date and Place of Birth: September 21, 1910; Caliente, Nevada

Training:

Institution	Degree	Date	Major	Minor
Stanford University	Ed.D	June 1959	Secondary Educ.	Psychology - Educ.
Temple University	M.E.	Aug. 1953	Reading	Elem. Educ.
U. of South. Calif.	Sec. Cr.	S.S.1950		
		1940-41	Education	English
San Francisco State	Elem. Cr.	1936-37	Education	Agriculture
Utah State Univ.	B.S.	1923-33	Agriculture	Journalism

Teaching and Related Experiences:

O.S.C.	1955 - Methods of Study - Laboratory Analysis Methods of Reading, Diagnostic and Remedial
Santa Cruz H.S.	Santa Cruz Calif. 1948-54 - English, Reading
San Jose St. Ext.	1951-55 - Reading Methods Elementary School
1942-1946	Army U.S. (In addition to regular duties taught Army illiterates to read)
1941-1942	Garvey School, Garvey, Calif. F8-9 grades - English, General Science
1940-1941	3rd grade, Compton, California
1937-1940	5,6,7 grades, Shafter Elementary School, Shafter, Calif.

Organizations (professional):

Phi Delta Kappa
International Reading Association

Publications:

"A Spelling Improvement Program" - Elementary School Journal, December 1953
Same article reprinted, True Education, 1954, also in Psychological Monographs, 1954
"Spelling for High Schools", L. W. Singer Co., Inc. 1957
"A High School Spelling Program" (in press) California Journal Secondary Education

PERSONAL DATA SHEET

Name: Munford, James Kenneth

Date and Place of Birth: June 1, 1912; Banks, Oregon

Education:

Banks (Oregon) Union High School
Oregon State College, B.S., 1934
Oregon College of Education, diploma, 1935
Stanford University, Ed.D., 1948

Experience:

1953-59	Oregon State College (7% English Department, 7% Education Department)
1951-53	Military leave of absence
1948-51	Oregon State College, half-time English Department, one graduate course in Education)
1946-48	Veterans Counselor, part-time, Stanford University
1941-46	Military leave of absence
1939-41	English Department, Oregon State College
1938-39	Principal, Junior High School, Newberg, Oregon
1935-37	Principal, Elementary Schools, Corvallis, Oregon

Organizations:

Kappa Delta Pi
Phi Delta Kappa
Phi Kappa Phi
American Association Agricultural College Editors

Publications:

John Ledyard, an American Marco Polo
2 articles in College and University, 1 accepted for 1960
1 article in School and Society
2 articles in Journal of Phi Kappa Phi
Articles in the Oregon Stater, Oregon Education Journal,
Magazine section of the Sunday Oregonian

PERSONAL DATA SHEET

Name: Parks, Frank L.

Date and Place of Birth:

Training: (include high school)

Institution	Place	Degree or Diploma	Date	Major	Minor
Oxford H.S.	Oxford, Kan.	Diploma	1921		
Southwestern Col.	Winfield, Kan.				
Univ. of Colorado	Boulder, Col.	B.ED.,B.A.	1929	Education	Soc. Sci.

Training: (continued)

Institution	Place	Degree or Diploma	Date	Major	Minor
Univ. of Colo.	Boulder, Colo.	M.A.	1931	Ed. Psychology	Education
Univ. of Wash.	Seattle, Wash.	Ph.D.	1949	Sociology	Anthro.

Teaching and Related Experience:

Dates	Place	Position
1929	Monte Vista, Colorado	Coaching and teaching--Physics
1930-1935	Milwaukee Univ. School	Principal, J.H.S. Division
1935-1940	North Division H.S. Milwaukee, Wisconsin	Chemistry-History Department
1940-1942	Riverside High School Milwaukee, Wisconsin	Chemistry-History Department
1946-1949	University of Wash. Seattle, Washington	Sociology
1949-	Oregon State College Corvallis, Oregon	Sociology, Anthropology

Organizations (professional):

Kappa Delta Pi
Alpha Kappa Delta
Sigma Delta Psi
American Sociology
American Anthropology
American Personnel
A.A.U.P.
O.S.E.A.

Publications:

Various guidance and counseling monographs. No books.

PERSONAL DATA SHEET

Name: Rees, Ruth Lucille

Date and Place of Birth: December 21, 1918; Carroll, Nebraska

Training:

Carroll, Nebraska	Diploma, 1936
State Teachers College, Wayne, Nebraska	2-year Cert. 1936-38 Educ.
Univ. of Calif. Berkeley, Calif.	Summer Session - Education
Univ. of Wyoming, Laramie, Wyoming	1946-47

Training (continued):

University of Oregon, Eugene, Oregon	B.S., 1947-50 - Education
University of Oregon, Eugene, Oregon	M.S., 1950-55 - Education

Teaching Experience:

1958-59		Oregon State College, Corvallis, Oregon
1958	Summer Session	Portland Extension, Portland, Oregon
1957-58		Oregon State College, Corvallis, Oregon
1957	Summer Session	Portland Extension, Portland, Oregon
1956-57		Oregon State College, Corvallis, Oregon
1956	Summer Session	Oregon State College, Corvallis, Oregon
1955-56		Oregon State College, Corvallis, Oregon
1955	Summer Session	Oregon State College, Corvallis, Oregon
1955-48		Portland, Oregon - First Grade
1948-47		Laramie, Wyoming - First Grade
1947-45		Rock Springs, Wyoming - First Grade
1945-44		Superior, Wyoming
1944-41		Orchard, Nebraska - First and second grades
1941-38		Obert, Nebraska - First four grades

Organizations (professional):

A.A.U.P. (American Assn. Univ. Prof.)
A.S.C.D. (Assn. of Supervision and Curriculum Development)
Kappa Delta Pi
Alpha Delta Kappa
Oregon State Employees Association

Publications:

None

PERSONAL DATA SHEET

Name: Reichart, Robert R.

Date and Place of Birth: March 12, 1896; New York, New York

Formal Education:

Townsend Harris High School, New York City
Corvallis High School, Corvallis, Oregon - 1913
Oregon State College, B.S. in Business Administration - 1917
Oregon State College, M.S. in Education - 1937
University of Oregon D.Ed. - 1941

Teaching Positions and Allied Experience:

Corvallis High School, Commerical Subjects, 1917
Oregon State College, Instructor, School of Business Administration, 1926
Oregon State College, Instructor, English Department, 1926-1932
Instructor, English Department, 1934-1936
Assistant Professor, English Department, 1936-1941
Oregon State College, Associate Professor, School of Education, 1941-1945
Director, College Testing Bureau, 1945-1948
Professor of Educational Psychology, School of Education, 1956 to present

Publications:

The Foundations of Good English, Ginn & Company (with H.R. Nelson)
Workbook in Educational Psychology (with Denis Baron)

PERSONAL DATA SHEET

Name: Sabaroff, Rose E.

Date and Place of Birth: September 4, 1918; Cleveland, Ohio

Training:

John Adam High School, Cleveland Ohio - 1937 - High School Diploma
University of Arizona, Tucson, Arizona - 1942 - B.A. in Los Angeles
Major: Psychology; Minor: Sociology, Economics, Zoology
San Francisco State College, San Francisco, California -1950 - Elementary Teaching Credential
San Francisco State College, San Francisco, California - 1954 - M.A. in Education
Stanford University, Stanford, California - 1957 - Ed.D.
(Courses at University of California, Berkeley: University of Michigan, Ann Arbor, Michigan; Wayne University, Detroit, Michigan)

Teaching Experience:

Elementary School Teacher	San Francisco, California	1951-55
Supervised Teaching and Seminar	Stanford University	1956
Research (with Dr. Paul R. Hanna)	Stanford University	1957
Assistant Professor of Education	Oregon State College	1958

Organizations (professional):

National Education Association - Life Member
Association for Supervision & Curriculum Development
National Council for Social Studies
American Education Research Association
International Reading Association

Organizations (Honorary):

Pi Lambda Theta
Gamma Theta Upsilon
Women's Honorary Education Fraternity
Geography Honorary

PERSONAL DATA SHEET

Name: Severeide, Jean Caryl

Date and Place of Birth: May 29, 1926; Webster, South Dakota

Training:

Institution	Degree	Major	Minor	Date
Fernwood Elementary Portland, Oregon				1940
Grant High School Portland, Oregon	C.P.			1944
Whitman College Walla Walla, Wash.				1945-46
Grinnell, Iowa	B.A.	Sociology	Journalism	1946-48
University of Oregon Eugene, Oregon	M.Ed.	Elem. Educ.	Administration	1956

Teaching and Related Experiences:

Assistant Professor, School of Education, Oregon State College	1959
Supervisor of Elementary Student Teachers	1959
Elementary Teacher, Portland Public Schools	1952-56

Organization (professional):

N.E.A. (life member)
Assoc. for Supv. and Curric. Develop.
Theta Sigma Phi
Assn. for Student Teaching
A.A.U.P.
Pi Lambda Theta

Publications: (contributor)

Grade Teachers Magazine
National Council of Teachers of English (book)

PERSONAL DATA SHEET

Name: Smith, Mrs. Kathryn Haskin

Date and Place of Birth: February 3, 1904; Iberia, Missouri

Training:

Institution	Place	Degree or Diploma	Date	Major	Minor
High School	Morris, Okla.	Diploma	1922		
Southeastern St.	Durant, Okla.	S.Session	1922		
Central St. Col.	Edmond, Okla.	2-yr. Cert.	1926		
Southern Oregon	Ashland, Ore.	S. Session	1934,45,46		
Humboldt State	Arcata, Calif.	S. Session	1944		
General Ext.	Oregon				
Univ. of Oregon	Eugene, Oregon	B.S.	1949	Soc. Sci.	Educ.
Oregon State	Corvallis, Ore.	Ed.M.	1952	Education	
Oregon State	Corvallis, Ore.	S. Session	1956		

Teaching and Related Experience:

Dates	Place	Position
1927-1940	Districts in Coos and Curry Counties	Elementary and H.S. Science and Mathematics
1940-46	Curry Co., Gold Beach, Ore.	County School Superintendent
*1946-51	Hood R. Co., Schl. Dist.	Asst. Supt. and Gen. Supv.
1949 Summer Session	Eastern Oregon College	Social Studies
1951-1952	Oregon State College	Education Courses
1952-1955	Southern Oregon College	Primary Ed. and First Grade in Lab. School
1955	Oregon State College	Ass't. Professor of Education Director of Teacher Placement
*1947	General Ext. for Oregon	Oregon History, School Law, First Aid, School Finance, Elementary Methods courses, Gen. Education Courses

Organizations (professional):

N.E.A.
O.E.A.
Higher Education
Delta Kappa Gamma
Kappa Delta Pi
Phi Kappa Phi

Publications:

None

PERSONAL DATA SHEET

Name: Van Loan, W. L.

Date and Place of Birth: September 30, 1902; Hood River, Oregon

Training:

Institution	Degree or Diploma	Date	Major	Minor
H.S., Monmouth, Ore.	Diploma	1920		
O.C.E., Monmouth, Ore.	Diploma	1922	Elem. Educ.	Social Science
U. of O., Eugene, Ore.	B. S.	1928	Education	Social Science
U. of O., Eugene, Ore.	M. S.	1933	Education	Psychology
Stanford University	Ed.D.	1942	Educ. & Adm.	Psychology

Teaching and Related Experiences:

The Dalles, Oregon	Elementary School
Salem, Oregon	Supervisor Social Studies - Junior High School
McMinnville, Oregon	Principal Junior High School
Medford, Oregon	High School Teacher - Social Science
Eugene, Oregon	Principal Junior High
Vanport, Oregon	Assistant Superintendent Public Schools
Corvallis, Oregon	Superintendent Public Schools

Organizations (professional):

N.E.A.
A.E.A.
A.A.S.A.
A.A.U.P.
Phi Delta Kappa
Kappa Delta Pi

Publications:

Tavenner, R. W. and Van Loan, W. L., "Experience of Ninth Grade Pupils," Oregon Teachers Monthly 30:12-27-F 26

Van Loan, W. L., "Guidance Class" High School 8:80-4 D 30

Moore, Viron A. and Van Loan, W. L., "Basic Elements of the Junior High School Curriculum," Nat. Assn., Sec. School Prin. B 24:52-5 D 40

Van Loan, W. L., "The Social Education Program," Oregon Educational Journal 16: 3-4 May 42

Van Loan, W.L. and Nimmo, Louise, "Selective Factors for Membership in the National Junior Honor Society," Nat. Ass'n. Sec. Sch. Prin. B 26:88-90 D 42

Van Loan, W.L. and Williams, Mildred, "Essentials of a Social Education Program," Curric. Journal 14:225-8 May 43

Van Loan, W. L. and Williams, Mildred, "Reporting Pupil Progress to Parents," Elementary School Journal 44:215-22 D 43

Van Loan, W. L. and Williams, Mildred, "Absenteeism in the Junior High School," Nat. Ass'n. Sec. School Prin. B 28:53-6 Nov. 44

Van Loan, W. L., "Use of a Pupil Profile Chart," Elementary School Journal 44:472-5 April 44

Theses:

M. S. Thesis, "An Orientation Program in the Junior High School"
Ed.D. Dissertation, "A Study of Oregon's Non-High School District"

Research Project for P.E.A. with grant from General Ed. Board - Rockefeller Foundation - Hanna, Hand, Van Loan, Hahn, Hunnicutt, "Role of Education in the Utilization of Regional Resources."

PERSONAL DATA SHEET

Name: Zeran, Franklin R.

Date and Place of Birth: December 13, 1906; Chicago, Illinois

Training:

Institution	Place	Degree or Diploma	Date	Major	Minor
Lincoln H.S.	Manitowoc, Wis.	Diploma	1924	--	--
Univ. of Wisconsin	Madison, Wis.	B. A.	1930	Pol. Sci.	Economics
Univ. of Wisconsin	Madison, Wis.	M. A.	1932	Pol. Sci.	Economics
Univ. of Wisconsin	Madison, Wis.	Ph.D.	1937	Education	Psych. & Pol. Science

Teaching and Related Experience:

Dates	Place	Position
1930-32	U. of Wisconsin	Ass't. Dean, Col. of Letters and Sci.
1932-40	Manitowoc. Wis.	Teacher, Counselor, and City Director of Testing and Guidance
1940-45; 46-47*	U.S. Office of Educ.	Specialist in Guidance
1945-46	Univ. of New Mexico	Consultant
1947**	Oregon State College	Dean, School of Educ. and Director, Summer Sessions

* Taught during leave periods at University of Georgia; L.S.U.; Harvard; Utah State; Univ. of Missouri; Univ. of North Carolina; N. C. State.

** Taught during leave periods at University of Montana and for Provincial Government of B. C. at Victoria.

Organizations (professional):

- Kappa Delta Pi
- Phi Delta Kappa
- American Personnel and Guidance Association
- Oregon Personnel and Guidance Association
- American Vocational Association
- American Psychological Association

Publications:

Approximately one hundred in number, including 20 film strips with Vocational Guidance Films, Inc. Seven film strips with S.V.E.